The Rise School Gatsby Benchmarks Careers Action Plan 2026-2027

Rational

The Rise School is committed to providing a CEIAG programme which provides our pupils with an aspirational, autism friendly and person centered CEIAG offer which will allow them to successfully transition towards becoming independent, active citizens with happy lives

Context

Our year 11s will either transition into our 6th form provision or seek an alternative provision. We will also have a number of Year 11 pupils joining our 6th form provision from other centres. Pupils leave the 6th Form at the end of Y13 or Y14 to continue in further education, such as university or apprenticeships or within employment. At each point when pupils transition out of our setting, we ensure that appropriate advice and guidance is available.

Aims

Develop and embed an aspirational Careers Education, Information, Advice and Guidance (CEIAG) strategy and communicate to all stakeholders appropriately. Provide an appropriate and comprehensive programme of meaningful encounters between pupils and employers. Provide a person-centred transition programme to ensure all pupils make ambitious and informed decisions that lead to fulfilled lives within and beyond the world of work. Fully embed Careers Education, Information, Advice and Guidance (CEIAG) across the KS2-KS5 curriculum

The Rise provides a number of opportunities throughout Years 6 – 14 for learners to gain the knowledge and understanding needed with regards to career and the workplace through a variety of career–based activities and experiences.

Compass Evaluation Results – Gatsby Benchmarks – September 2026

GB1	GB2	GB3	GB4	GB5	GB6	GB7	GB8

The Gatsby Benchmarks	What this looks like at The Rise School School	Impact	Next developments
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 pupils, teachers, governors, and employers.**	SLT, including the Head of School and Governors, supports our CEIAG programme to meet the benchmarks and target key transition periods (e.g. post 16, KS3 to KS4). Designated Senior Leader responsible for CEIAG in post. HTLA with responsibility for WEX, currently undertaking – Careers Information and Advice Level 4 Diploma (with the Careers Development Institute) HTLA with responsibility for supporting learners with transition. Commissioned support from Ealing Connexons, 17 days in 25/26, for the delivery of Careers information, advice and Guidance. Year 7 – 9 (Careers Workshops – delivered by Connexons). Tuesday 1st December 2026 Careers Education is tailored to the needs of all learners and is embedded within our whole school PSHE programme alongside additional opportunities. Families are involved at key transition points so that they can support their children through the annual review process. Where needed additional opportunities for meetings with families	A Gatsby guided programme: Leaners and parents feel support, and parents make informed choices. Parents have improved knowledge of the labor market and local/national trends. Learners are able to develop employability skills Learners have an increased commitment to learning, motivation and self-confidence of learners Retention of young people in learning after the age of compulsory schooling. 95% learners who transition out of year 11 2026 have secured next step destinations and 95% of 6th form leavers who transitioned out of the provision have secured next step destinations. Parents / guardians are involved in formulating their children's next steps as part of the annual review process.	Raise profile of Careers Education in school. Shared information via the website with links for students, families, teachers and employers. Ensure the careers programme is regally reviewed and evaluated and where necessary changes are made. Ensure that learner feedback is taken into account.

	and appropriate school staff take place. The Careers Action plan is published on the school website Transition Programme in place for 6th Form Learners – Aim: Maximize Success of Leaving Learners – covering skills needed in the future.		
2. Learning from Career and Labour Market Information Every pupil, and their parents, 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.	Shared information via email with links for learners, families, teachers, and employers. This includes CEIAG in-house taught sessions as part of PSHE sessions at KS2, KS3 and KS4. CEIAG sessions promote a focus on employability skills. Specific assemblies are delivered at both the school and 6th form focusing on careers. At the 6th form there are twice weekly where learners are informed about careers events and WEX opportunities. Parents and Guardians are actively encouraged to have conversations about career and progression pathways. At parent information evenings parents are given support and guidance to undertake these conversations. Apprenticeship talks take place with learners at KS% who do not want to go to university. Guidance and support are given during the search process, and gateway opportunities are explored. This is also shared with parents.	Sustained improvements in destination data. Learners are able to make informed decisions during key transitions (post 16, KS3 to KS4) as part of the annual review process. Learners focus on all their skills and attributes beyond academic achievement. Parents are fully informed; new information is shared with parents when engaging in conversations about career progression pathways. This includes up to date brochures and specific guidance. Signed up to 'Amazing Apprenticeships' staff have been taking part in the Webinars.	Continue building relationships with universities. Ensure all staff have access to up-to-date information about transition pathways, study options and labour market opportunities. Learners at 6th form have transition lessons for year 14.

	Supported Internships talks take place with learners at 6th The full process is explained to them and the parents, and information and guidance are shared. Trips to host S/I Placements have also taken place so learners can see what they can expect from a S/I. Learners at 6th Form have weekly transition assemblies, The Rise School has strong links with local colleges and training providers. Working closely with 'Youth Careers Collective' (YCC)' this enables The Rise learners to have access to employees and experiences that enhance our CEIAG provision in school e,g, Queens Mill College, Chelsea and Westminster Hospital and Roehampton University.		
3. Addressing The Needs of Each Pupil Pupils 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 careers programme should embed equality and diversity of considerations throughout.	CEIAG programme challenges all stereotypes, in particular gender and sexuality. Display boards around the school and at 6th form celebrate the learning journey / destinations of year 11 and 6th form leavers. Alumni learners deliver workshops to our current 6th form learners each July. Information Evenings for Primary, Year 7, Year 8 & 9, Year 10 & 11 October Term. 32 learners had 1:1 career information advice and guidance meetings. A number of parents, either at parent evenings or via phone calls or face to face meetings, have also been given guidance and advice so that they can	Destinations data indicates raised aspirations. Of the 20 learners who left Year 11 in 2025-26, 95% (19) secured confirmed post-16 destinations, progressing to The Rise Sixth Form, a range of further education colleges including Richmond and Kingston College. One learner secured employment. Of the 19 learners who completed Sixth Form, 95% (18) secured next steps. Four learners moved on to supported internships at West Middlesex Hospital, Mencap and the Skyline Hotel. Four progressed to university with learners enrolling at West London University, Greenwich University, and Kingston University. Eight	Continue to gather destinations data on cohort from 2017 - current. Phone calls made to families to update destination data every Sept/Oct. Increase the opportunities for Alumni learners who have chosen a range of destinations to run session sin July for learners in the 6th form.

	support their children in making an informed decision about next steps. 7 NEET learners have also been provided with support in next steps into education or employment. Follow up meetings have been planned for Autumn Term in 2026. Presentations from Apprenticeship and other training providers to inform learners about how this pathway works. Post 16 applications and destinations are tracked in Year 11 and followed up in the next term. Since 2018, Year 11 leavers' destinations have been tracked. Every September we contact all past leavers to ascertain where they are currently. In July 2026, we contacted previous NEET learners and offered them a careers interview with Connexons. 1:1, 30-minute careers interview with Connexons advisor took place for every Year 10 learner in Oct/Nov 2026. 1:1, 30-minute careers interview with Connexons advisor for every Year 10 learner 1:1 30 minutes connexons careers interviews with year 13 & 14 learners.	continued their studies at colleges including West Thames, Croydon and William Morris, and two moved into specialist post-19 provision with Surrey Choices and Syon Manor. The school actively and explicitly aims to raise aspirations and broaden horizons. Tracking documents demonstrates that destinations are aspirational. Learners' surveys support that we prepare learners well for their next stage in life and help us to further develop our provision.	

4. Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	Dedicated Careers lessons for all learners in all years from year 6 - 14 through PSHE. Celebrate National Careers Week in March – every subject plans and delivers a careers activity relevant to their subject/curriculum across the school and 6th form. The Rise 6th Form continues to offer a wraparound curriculum which includes BTEC level 2 – Workskills, BTEC Level 2 Personal Growth and Development and an ASDAN - finance course.	Students can make career links to all subjects across the curriculum. 95% of our 2025-2026 cohort including both year 11 leavers and 6th form leavers are in sustained education, employment or training when destinations information was gathered last autumn term.	Ensure we have an area of the website which contains high-quality resources that are accessible to all families, learners, and staff. Share Careers activities from Careers week and beyond with families via the Parents Newsletter. Explore other opportunities for engage with Careers workshops. Undertake an audit of all subjects and identify links to careers. Ensure yearly training for all staff covering updated in careers education.
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 activities including visiting speakers, mentoring and enterprise schemes.	Supported by external agencies such as YCC, all year 11 students spend time out of school on work experience in the summer term. All 6th form Year 13 & 14 learners undertake work experience. Some learners undertake work experience during the year as a requirement of their course, e.g. Level 3 ICT, 2 weeks in November – Crane Worldwide Logistics. Visiting speakers in the 6th form include a Neurodiverse Detective inspector, focuses on roles within the police force.	Parents / guardians are involved in formulating their children's next steps as part of the annual review process. Increased student and parental awareness of CEIAG provision within the 5-year journey of experiences and guidance. All aspects of employability skills are developed through PSHE and the wider school curriculum. Apprenticeship opportunities information is gathered and applications are made. In the June 2026 survey, 95% of parents said that their children take part in enrichment activities. In the June 2026 survey, 93% of	Strengthen relationships within West Thames college careers department to increase the offer of encounters for all learners in the 6th form. Attend West Thames SLT meetings. Ensure every learner has at least one meaningful encounter with an employer each year.

		parents said that the school supports their child's wider personal development.	
6. Experiences Of Workplaces Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	We work with YCC to secure work placements for our learners in Year 11 and 6th form. All year 11 students undertake a 1-week placement in the summer term with a local employer or business. All year 13 & 14 learners undertake a 1-week work experience place with a local employer or business. Learners are encouraged and supported to find part-time work.	Increased student and parental awareness of the world of work and the need to make informed decisions. There is a constant reinforcement that the opportunities are immense, and that research and information gathering is essential to make informed decisions. 100% of learners access work experience in year 11 100% of learners in the 6th form access work experience Three learners in 25-26 secured part-time ambassador roles and in 26-27 2 learners secured ambassador roles within West Thames College.	Explore the possibility of year 10 learners completing work experience. Calculate the % of KS3 learners who access work experience activities in 2026-2027 Calculate the % of KS3 learners who access work experience and are on free school meals in 2026-2027 Calculate the % of year 11 learners who access work experience in 2026-2027 Calculate the % of year 11 learners who are on free school meals access work experience in 2026-2027 Calculate how many learners have been supported to find part-time work.
7. Encounters With Further and Higher Education All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities, and in the workplace. .	Learners are encouraged to attend taster / open days at Universities and Supported internship opportunities. Learners are also encouraged to attend taster days/open days at other colleges. Where need learners are accompanied by The Rise 6th form staff. The Rise 6th form holds an induction day in July for all year 11 transitioning learners both internal and external. Learners have access to workshops covering:	Increased learners and parental awareness of the post 16 and lifelong opportunities available, the world of work, and the need to make informed decisions. Learners have an in-depth understanding of all the different pathways and opportunities available to them. All learners in year 11 and 6th form will have meaningful encounters with an appropriate range of further and higher education providers tailed to the individual	Continue to systematically target individual advice given to each learner and not just cohorts/year groups. There is a constant reinforcement that the opportunities are immense, and that research and information gathering is essential to make informed. Calculate the % of learners will have meaningful encounters with a range of further and higher educational pathways.

	Apprenticeships Supported internships Sixth form colleges Further education colleges Universities	needs of learners. 95% of year 11 and 6th form learners had appropriate next step destinations in 25/26.	Calculate the % of learners going on to university have visited at least two providers?
8. Personal Guidance Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are made. They should be expected for all pupils but should be timed to meet their individual needs.	All learners in our Key Stage 4 provision will receive independent, impartial advice from a Connexons advisor who is Level 6 trained. Particular attention is given to PP, LAC, and potential NEET students. A HTLA has responsibility for supporting learners with WEX and individualise support where needed. A HTLA has responsibility for supporting learners through the UCAS, SI, and Apprenticeships processes. In addition, they have oversight of all 6th form leaver destinations. This is tracked and monitored weekly. The head teacher has oversite of all year 11 learners, to ensure that they have secured next steps for transition from year 11. The head teacher has oversite of all 6th form learners, to ensure that they have secured next steps for transition from 6h form. All learners in Years 10 and 11 have a 1:1 personalized meeting with a connexions advisor. All 6h form leavers have a 1:1 meeting with a connexions advisor. Year 10 and 11 tutor teams (teacher	Individual Careers Actions Plans for all students in Key Stage 4. Action Plans are shared with parents, tutors, and learning managers to keep all key staff informed so they can fully support their children. Staff including class teachers and support staff are given responsibility for their tutees with support from SLT. We aim to ensure we meet the needs of all learners, prevent NEET and ensure suitable plans in place.	Extend personal guidance to those lower down the school, especially Year 9 during options time. Start careers interviews earlier (in year 9) so that pupils are more aware of their options come the start of Year 10 and to allow time for follow up appointments. There is a designation area of the website that promotes the national careers website, helpline and additional information. There are specific sections on the website dedicated to learners and parents with a wide range of offered through a variety of careers specific websites.

	and 2 TLAs) work closely with work closely with learners and their families to ensure personal guidance is tailored to meet the needs of individual learners They ensure that personalized guidance support is tailored to meet the needs of individual learners. Parents and guardians are kept fully informed. The transitional annual review gives an additional opportunity for parents' voices to be heard.		