



Careers Strategy 2025-2028

Next Review Date – July 2026



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Careers Strategy 2025

Academy Context

The City of Peterborough Academy is a secondary school located south of Peterborough city centre. It is part of the Greenwood Academies Trust (GAT), which now operates 38 academies across seven local authority areas, including Peterborough, Nottingham, Lincolnshire, and Northamptonshire. The academy opened on 5 September 2013 and currently provides education for approximately 860 students, including students aged 11 to 16. It offers a comprehensive curriculum that includes academic GCSEs, as well as vocational qualifications at Levels 2. The curriculum is designed to support students of all abilities. The latest data shows that 47% of students are eligible for free school meals, which is above the national average. In terms of special educational needs, 18% of students receive SEN support, and 1.93% have an Education, Health and Care Plan (EHCP). The school also has a significant proportion of students with English as an Additional Language (EAL), reflecting the diverse linguistic and cultural backgrounds of the local community.

At the core of the City of Peterborough Academy's ethos lies a steadfast commitment to ensuring that every student achieves success and leaves school as a confident, compassionate, and articulate individual, equipped with lifelong skills. The academy envisions its graduates as self-assured, kind-hearted, and prepared to thrive as active, responsible citizens in an ever-evolving world.

This vision is realised through the academy's foundational principles, encapsulated in the REACH for Excellence framework: Respect and Kindness, Excellence, Ambition, Character, and Honesty. These values inspire students to aim high and persevere in pursuit of their goals. They are deeply embedded across all aspects of school life—from academic learning and pastoral support to enrichment programmes—fostering a nurturing environment where students grow into thoughtful, resilient, and capable young people.

The socio-economic landscape surrounding the City of Peterborough Academy and the broader Peterborough region brings a mix of hurdles and potential. Insights from the Cambridgeshire & Peterborough Combined Authority reveal that the area contends with moderate income deprivation, lower levels of adult education, and elevated youth unemployment. Rising housing costs have added further strain, leading to instability for certain families. These conditions can significantly influence students' academic performance and ambition, especially among those from disadvantaged backgrounds.

Labour Market Information (LMI) for Peterborough identifies several prominent growth industries, such as digital and IT, advanced manufacturing, health and social care, construction, and logistics. There is a rising demand among employers for digital competencies, alongside significant skill gaps in technical and healthcare professions. The regional employment landscape is undergoing swift transformation, driven by automation and emerging technologies that are redefining career pathways.

The City of Peterborough Academy is proactively tackling the issue of low aspirations, a longstanding challenge within both the academy and segments of the surrounding community. To counter this, the academy has established a robust and well-organised careers programme, enhanced by tailored career guidance and collaborative partnerships with external organisations.

The City of Peterborough Academy is continually refining its strategy to support students navigating challenging socio-economic circumstances. By implementing focused interventions, fostering inclusive practices, and building strategic partnerships, the academy aims to disrupt patterns of low aspiration and equip learners for the dynamic demands of the modern workforce. Its dedication to personalised education, active community involvement, and forward-thinking curriculum empowers every student to realise their full potential.



Vision and Strategic Objectives

The City of Peterborough Academy's careers programme is designed to inspire and equip every student to make thoughtful, ambitious, and self-assured choices about their future. Grounded in the academy's REACH values—Respect and Kindness, Excellence, Ambition, Character, and Honesty—it seeks to elevate aspirations, disrupt long-standing patterns of low expectation, and prepare students to succeed in a fast-changing and competitive job market.

The programme delivers high-quality careers education through a well-structured and inclusive framework, offering tailored guidance and valuable interactions with employers, educators, and training providers. It is thoughtfully designed to meet the varied needs of our student community, including learners with English as an Additional Language (EAL), those with Special Educational Needs (SEN), and students eligible for Pupil Premium support.

In response to the socio-economic challenges and emerging opportunities across Peterborough—including digital innovation, skills gaps, and economic disparity—the careers programme at City of Peterborough Academy equips students to navigate diverse pathways into employment, apprenticeships, and further or higher education. By integrating essential employability skills, championing social mobility, and nurturing self-confidence, the programme ensures that every student graduates with the tools, resilience, and ambition to thrive in their chosen future.



Intent

We are committed to fostering a culture of respect and kindness, where every student feels valued and supported in exploring their future. Through our careers programme, we promote excellence by equipping students with the skills, knowledge, and confidence to thrive in a rapidly changing world. We nurture ambition by encouraging students to set aspirational yet achievable goals, and we build character and honesty by helping them understand themselves, make informed choices, and act with integrity. Our aim is for every student to leave the Academy empowered to shape their own path with purpose, resilience, and a strong sense of who they are and what they stand for.

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4
Proactively build strategic partnerships with local employers to embed career inspiration from Year 7, driving a clear careers pathway by Years 11	Develop tracking and monitoring systems used by staff, students, and parents, including one-to-one meetings, destination data, career interventions, and employment/higher education interactions to facilitate analysis of impact. This will enable us to target strategic groups, improve performance, and provide more bespoke interventions.	Create a vibrant and welcoming careers hub where students feel empowered to explore their aspirations. The hub will raise awareness of a wide range of career pathways and provide the knowledge, resources, and guidance needed to support their future goals.	Ensure all staff are informed about developments within the careers programme and are actively embedding them into both pastoral and academic contexts. Adopting a whole-school approach will help reinforce career learning throughout students' experiences, promoting consistent messaging and strengthening their aspirations, awareness, and preparedness for future pathways.
<i>Benchmarks 1,2,3,4,5,7</i>	<i>Benchmarks 1, 2, 3, 4, 5, 7, 8</i>	<i>Benchmarks 1,2,3,5,7,8</i>	<i>Benchmarks</i>

Actions for Objectives

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4
1. Employer Engagement Events <ul style="list-style-type: none"> Organise career fairs and employer talks starting from Year 7 to build early awareness. 	1. Leveraging the Unifrog Platform <p>Student Profiles & Goal Setting From Year 7 onwards, students can document their interests, skills, and career aspirations. This creates a valuable record that staff and parents</p>	1. Early Engagement (Years 7–9) <ul style="list-style-type: none"> Career Inspiration Days Host themed events where local employers present their industries through 'Guess the professional' 'Meet the employer' and 	Regular Staff Briefings and Updates <ul style="list-style-type: none"> Incorporate careers-related updates into weekly staff bulletins or briefings.



<ul style="list-style-type: none"> • Include sessions focused on apprenticeships for older students to explore alternative pathways. <p>2. Curriculum Integration</p> <ul style="list-style-type: none"> • Embed employer-led projects and real-world challenges into subject areas to enhance relevance. • Use local industry case studies to connect classroom learning with practical applications. <p>3. Workplace Visits & Experiences</p> <ul style="list-style-type: none"> • Arrange visits to local businesses and apprenticeship providers to broaden students' horizons. • Offer job-shadowing and short-term placements, particularly for Year 10 students. <p>4. Mentoring & Role Models</p> <ul style="list-style-type: none"> • Facilitate mentoring opportunities by connecting students with local professionals. 	<p>can use to monitor progress and support development.</p> <p>-Destination Tracking Utilise Unifrog's destination tracking tools to log and analyse post-Year 11 outcomes, including apprenticeships, college, T-Levels, A-levels, and employment.</p> <p>-One-to-One Meeting Records Staff can log notes from career guidance sessions directly within Unifrog, creating a centralised and accessible record for relevant stakeholders.</p> <p>-Tracking Career Interventions Monitor student participation in career-related activities—such as employer visits, mentoring, and workshops—and link these to individual profiles for a holistic view of engagement.</p> <p>-Parental Engagement Enable parent access to Unifrog so they can view their child's aspirations, progress, and involvement in career development activities.</p>	<ul style="list-style-type: none"> • Employer-Led Workshops Invite professionals to run hands-on sessions linked to curriculum subjects (e.g., STEM, creative arts, business). • Industry Mentorship Program Pair students with mentors from local businesses for termly check-ins and career guidance. • Local Business Spotlights Create a monthly showcase (in assemblies or newsletters) featuring different local employers and career paths. <p>2. Pathway Development (Years 10–11)</p> <ul style="list-style-type: none"> • Workplace Visits & Job Shadowing Organise visits to local companies and short-term shadowing opportunities to give students real-world exposure. • Curriculum-Linked Projects Collaborate with employers to co-design projects that reflect real industry challenges. • Mock Interviews & CV Clinics Run employer-led sessions to prepare students for apprenticeship applications. • Apprenticeship Tasters Offer a week where students can 	<ul style="list-style-type: none"> • Share key dates for employer visits, workshops, and national careers events. • Highlight new tools and resources, such as Unifrog/Skillsbuilder updates or apprenticeship guides. <p>2. Departmental Careers Champions</p> <ul style="list-style-type: none"> • Strengthen the role of careers leads within each subject area to support curriculum integration. • Encourage departments to identify and embed career and skills links within their schemes of work. <p>3. CPD and Training Opportunities</p> <ul style="list-style-type: none"> • Deliver termly CPD sessions focused on careers education, labour market trends, and employability skills. • Provide training on using platforms like Unifrog/Skillsbuilder to enhance student guidance and tracking.
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<ul style="list-style-type: none"> • Invite former apprentices to share their experiences and career journeys. <p>5. Apprenticeship Pathway Workshops</p> <ul style="list-style-type: none"> • Deliver targeted workshops in Year 11 focused on apprenticeship applications. • Include practical support such as CV writing and interview preparation. <p>6. Strategic Employer Partnerships</p> <ul style="list-style-type: none"> • Develop long-term partnerships with key local employers. • Co-design programmes that align with both industry needs and student interests. <p>7. Digital Platforms & Resources</p> <ul style="list-style-type: none"> • Leverage online tools to highlight local opportunities and employer profiles. • Provide access to apprenticeship search platforms and application guidance. <p>8. Staff CPD & Awareness</p>	<p>2. Enhancing Strategy Beyond Unifrog</p> <p>-Centralised Careers Dashboard Develop a shared tracking system (e.g., Excel or Power BI) to monitor interventions, employer engagement, and student participation across year groups.</p> <p>-Regular Careers Reviews Schedule termly one-to-one meetings with students to revisit goals, update destination plans, and identify any additional support needs.</p> <p>-Staff Training & CPD Provide training to ensure staff are confident using Unifrog and interpreting data to inform both academic and pastoral support.</p> <p>-Targeted Support through Data Use data insights to identify students who may benefit from additional support—such as those who are disadvantaged, have SEND, or are at risk of becoming NEET—and tailor interventions accordingly.</p> <p>-Employer & HE Engagement Logs Maintain detailed records of student interactions with employers and higher</p>	<p>explore different apprenticeship sectors through mini placements or workshops.</p> <p>3. Transition Support (Year 11)</p> <ul style="list-style-type: none"> • Post 16 careers fair Host an annual event where employers/ education/ training providers showcase an array of pathways available upon completion of year 11. • Employer Panels & Q&A Sessions Invite apprentices and hiring managers to speak about expectations, application tips, and career progression. • Alumni Network Connect current students with alumni who have gone into apprenticeships to share experiences and advice. • Dedicated Careers Advisor Collaboration Work with careers staff to align employer engagement with individual student aspirations and readiness. 	<p>4. Integration into the Pastoral Programme</p> <ul style="list-style-type: none"> • Embed careers themes into tutor time, PSHE lessons, and assemblies. • Use Unifrog activities and career quizzes to prompt discussion and reflection during pastoral sessions. <p>5. Careers Calendar and Planning Tools</p> <ul style="list-style-type: none"> • Share a whole-school careers calendar with key events, deadlines, and opportunities. • Provide planning templates to help tutors and subject teachers incorporate careers content into their delivery. <p>6. Student Voice and Feedback</p> <ul style="list-style-type: none"> • Gather student feedback to inform staff on what's working well and where improvements can be made. • Encourage staff to respond to student aspirations through lesson content and mentoring conversations.
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<ul style="list-style-type: none"> • Provide training for staff to deepen understanding of apprenticeship routes and employer expectations. • Ensure consistent sharing of careers information across all departments. 	<p>education providers, including feedback and outcomes.</p> <p>-Impact Evaluation Produce termly reports to assess the effectiveness of career interventions and inform ongoing strategic planning.</p>		<p>7. Cross-Curricular Careers Projects</p> <ul style="list-style-type: none"> • Develop themed weeks or projects (e.g. STEM Careers Week, Creative Futures) to promote cross-departmental collaboration. • Involve employers in co-delivering lessons or workshops that link directly to curriculum content. <p>8. Visual Communication and Displays</p> <ul style="list-style-type: none"> • Use noticeboards, digital screens, and newsletters to keep careers messaging visible and engaging. • Showcase alumni success stories and apprenticeship pathways to inspire both staff and students. •
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Careers Calendar 2025-2026

September					October					November				
Whole School					Whole School					Whole School				
Year 6 open evening – showcase careers and Unifrog Makers Mark Partnership programme commences Parent information letters sent to all parent/ carers					Post 16 intended destinations data collection point 1 -RONI Intervention commences (Year 9-11)					Greener Careers Week KS3 Skills builder launch (Staff/ soft assemblies with KS3)				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11
		Catapillar STEM project	-Year 10 Work experience introduction -Year 10 Unifrog Launch	-Year 11 Guidance interviews begin -Pathways assembly	-Unifrog launch -‘Guess the Professional’	-Unifrog launch	-Unifrog launch	-Post 16 evening -WEX assembly -Virtual WEX	-Post 16 evening -Careers guidance interviews	-FSQ	- ‘Meet the professional’		FSQ	-Careers Guidance - CV writing
December					January					February				
Whole School					Whole School					Whole School				
BBC careers roadshow yrs 8-11 (11 th December)					Curriculum trials for careers in the classroom					-National Apprenticeship week -Post 16 intended destinations data collection point 2.				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11
		FSQ		Mock Interviews Intro to Apprenticeships, Traineeships and T-Levels Find an Apprenticeship Workshop			-‘Hear from the professional’	-Army Assembly	-Year 11 careers guidance			-Year 9 options evening -Enterprise day -Options taster days’ -ARU visit	-Year 10 pre-work experience includes external speaker and local employer	



March					April					May				
Whole School					Whole School					Whole School				
National Careers Week														
Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11
Enterprise day 'Duck challenge'	Enterprise day 'Construction insight'		-1-week work experience -Inspire group assembly	-		-RAF careers								
June					July					August				
Whole School					Whole School					Whole School				
KS3 Careers Fair										Year 11 results day Destination data collected and analysed				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11					
	-Unifrog – Competencies		-Post 16 options assembly -University campus visit (not ARU) -Careers guidance				-NHS Careers	Careers guidance interviews -Intro to apprenticeships, traineeships and T-levels.						





Staff CPD Action Points for Careers Education

1. Embedding Careers in the Curriculum

- Subject-specific CPD sessions: Organise workshops where staff explore how to link their subject content to real-world careers. For example, linking science lessons to roles in healthcare, engineering, or environmental science.
- Curriculum mapping: Support departments in identifying where careers links naturally fit within schemes of work, ensuring consistent and meaningful integration.
- Visual prompts: Encourage the use of classroom displays, posters, and slide footers that highlight relevant careers and employability skills.
- Careers champions- faculty/ subject leaders appoint careers champions which become experts within career opportunities within their specialisms, which in turn promote careers/ champion then amongst colleagues.
- Skillsbuilder training for Skillsbuilder lead and associated staff that will be delivering lessons. Whilst provided to staff to highlight and embed them into the everyday curriculum.
- Teams groups – implantation of a careers Team which provides an array of resources and links that are careers related to each given subject.

2. Planning and Delivery Support

- Dedicated planning time: Allocate time during INSET or department meetings for staff to co-plan careers-linked lessons or activities for National Careers Week (NCW) and beyond.
- Resource sharing hub: Create a shared digital space (e.g., Teams or Google Drive) where staff can upload and access careers-related lesson materials, guest speaker contacts, and activity ideas.
- Interdisciplinary collaboration: Facilitate joint planning between departments (e.g., English and Business Studies) to create cross-curricular careers projects.

3. Confidence in Discussing Post-16 and Post-18 Pathways

- Pathway CPD modules: Deliver training on the full range of post-16 and post-18 options, including A-levels, T-levels, apprenticeships, vocational qualifications, university, and employment.
- Quick-reference guides: Provide staff with printed or digital cheat sheets summarising key facts about different pathways, including entry requirements and progression routes.
- Scenario-based training: Use role-play or case studies to help staff practice advising students with different aspirations and needs.



4. Labour Market Information (LMI) Awareness

- LMI training sessions: Introduce staff to key sources of LMI (e.g., LMI for All, local enterprise partnerships) and how to interpret and use this data in lessons.
- Monthly LMI bulletins: Share short, digestible updates on employment trends, emerging industries, and local job opportunities.
- Subject-specific LMI: Provide tailored LMI relevant to each department, helping staff connect their subject to current and future job markets.

5. Unifrog Training and Integration

- Hands-on Unifrog CPD: Offer practical sessions where staff explore how to use Unifrog tools (e.g., career profiles, skills builder, CV creator) in their subject areas.
- Careers champions: Appoint and train Unifrog leads in each faculty to support colleagues and share best practices.
- Lesson integration examples: Provide templates and case studies showing how Unifrog can be embedded into everyday teaching.

Staff Development Initiatives

1. Guest Speakers and Alumni Engagement

- Industry speaker programme: Coordinate a calendar of guest speakers from various sectors to visit lessons or assemblies, tailored to curriculum topics.
- Alumni network: Build a database of former students willing to return and speak about their career journeys, especially those linked to specific subjects.
- Virtual career talks: Use video conferencing to connect students with professionals from a wider range of industries.

2. Careers-Focused Workshops and Activities

- After-school careers clubs: Encourage staff to run optional sessions where students can explore different careers, hear from professionals, or get help with applications.
- Student-led research projects: Assign tasks where students investigate careers linked to their subjects and present findings to the class.
- Interactive displays: Create rotating corridor displays featuring different career sectors, pathways, and success stories.

3. Effective Use of Tutorial and PD Time

- Structured tutorial programme: Develop a careers education scheme for form time or PD lessons, with clear objectives and resources.
- Focus weeks: Run themed weeks (e.g., STEM Careers Week, Creative Industries Week) with linked activities across subjects and tutorials.
- Form tutor training: Equip tutors with the knowledge and confidence to guide students through key decision points (e.g., options, applications).



4. Addressing Common Challenges

- Time-saving strategies: Share tips for integrating careers in small, manageable ways—like adding a “career spotlight” slide or a 5-minute discussion prompt.
- Student engagement techniques: Use quizzes, debates, and real-life case studies to make careers content more engaging and relevant.
- Feedback loops: Regularly gather staff and student feedback to refine careers delivery and address emerging barriers.



Strategic Careers Partnership Plan: Makers Mark & The Academy

Vision

To establish a long-term, meaningful partnership that inspires students, increases awareness of careers in the horticulture and supply chain sectors, and enhances employability through practical, real-world experiences.

Year-by-Year Engagement Plan

Years 7 & 8 – Early Exposure

- **Assemblies & Career Spotlights**
Makers Mark team members deliver engaging presentations to introduce the company, highlighting roles across areas such as logistics, quality control, marketing, and engineering, and outlining potential career paths.
- **Job Profile Displays & Digital Media**
Feature profiles of Makers Mark employees throughout the school and on digital channels to showcase the diversity of roles and career journeys available.

Year 9 – Team Building & Job Simulation

- **On-Site or In-School Simulation Activity**
Students participate in a structured simulation that mirrors real roles at Makers Mark, such as production planning, quality assurance, and packaging.
- **Skills Reflection Workshop**
A guided reflection session where students evaluate the teamwork, communication, and problem-solving skills demonstrated during the simulation.

Year 10 – Work Experience Programme

- **Targeted Work Experience Placements**
Selected students undertake a week-long placement at Makers Mark, rotating across departments to gain hands-on insight into business operations.
- **Pre-Placement Workshops**
Preparation sessions covering workplace expectations, health and safety, and professional behaviour to ensure students are ready for the experience.

Year 11 – Mentoring & Career Preparation

- **1:1 or Small Group Mentoring**
Makers Mark staff mentor students who express interest in apprenticeships or careers in horticulture, supply chain, or related fields.
- **Mock Interviews & CV Support**
Provide students with mock interview experiences and CV clinics to boost confidence and job readiness as they approach post-16 transitions.



Ongoing Collaboration

- **Curriculum Integration**
Co-develop lesson content or real-world case studies linked to subjects such as Maths, English, and geography, helping students connect classroom learning to industry practice.
- **Staff CPD (Continuing Professional Development)**
Makers Mark can support teacher development by sharing insights into current industry trends, technologies, and the evolving skills landscape.
- **Feedback & Impact Review**
Hold termly review meetings to assess progress, gather student and staff feedback, and collaboratively refine the partnership for greater impact.

