



Careers @ Brannel

Strategic Plan 2026-29

Vision Statement: All Brannel students are confident, informed and ambitious individuals who are best prepared for a successful future

Introduction

This document outlines our whole school approach to delivering careers guidance throughout our student's journey at Brannel. It forms part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks.

We work with staff, local employers, agencies, and education providers to deliver a carefully planned and sequenced Careers Education Programme designed to develop our student's character and employability skills; developing a strong knowledge and understanding of career and FE/HE education pathways that enables them to make wise, informed choices and decisions about their future.

All students have access to careers guidance and support during their 5-years with Brannel; working with teachers, professional networks, digital platforms and collaborative partnerships, complimented by experienced staff who are passionate about their future.

Contextual Information

Brannel School is an 11-16 school with approximately 885 students on roll. We serve a community with average to above average levels of deprivation. The Index of Multiple Deprivation (IMD) score of 3 (where 1 is most deprived 10% of LSOAs). Our catchment is predominantly rural.

Within our student population, the majority of students (98%) first language is English, with small numbers (2%) of other ethnic groups and languages. There 30% of students who are eligible for Pupil Premium, above the National Average of 27-8%.

Brannel has 33 students with an EHCP, 4% (5% Nat). In addition, we have 145 students at SEN Support 16.3% (14.2% Nat).

Gatsby Benchmark Scores, December 2025

Gatsby Benchmark	% achieved in latest evaluation
GB1 - A stable careers programme	85%
GB2 - Learning from careers and labour market information	95%
GB3 - Addressing the needs of each young person	68%
GB4 - Linking curriculum learning to careers	18%
GB5 - Encounters with employers and employees	88%
GB6 - Experiences of workplaces	73%
GB7 - Encounters with further education and higher education	55%
GB8 - Personal guidance	100%

The Careers plan is based on two key principles:

1. The development of Employability and Personal Skills based on the Skills Builder principles
2. The acquisition of knowledge of the Careers and Education pathways that lead beyond Brannel.

Destination data for the past 3 years.

2024

Activity	Count	%
Full Time Education School	31	19.6%
Full Time Education College	104	65.8%
Full Time Education Other	4	2.5%
Apprenticeship	10	6.3%
Employed With Training	1	0.6%
Employed Without Training	1	0.6%
Unemployed	6	3.8%
Not Available	1	0.6%
Total	158	100.0%
NEET %		4.4%
Not Known %		0.0%
Participating %		94.9%

2023

Activity	Count	%
Full Time Education School	11	8.0%
Full Time Education College	94	68.6%
Full Time Education Other	2	1.5%
Apprenticeship	12	8.8%
Employed With Training	1	0.7%
Employed Without Training	3	2.2%
Part Time Education/Employment	3	2.2%
Unemployed	6	4.4%
Not Available	5	3.6%
Total	137	100.0%
NEET %		8.0%
Not Known %		0.0%
Participating %		87.6%

2022

Activity	Count	%
Full Time Education School	28	17.7%
Full Time Education College	90	57.0%
Apprenticeship	14	8.9%
Full Time Training	1	0.6%
Employed With Training	1	0.6%
Employed Without Training	7	4.4%
Part Time Education/Employment	2	1.3%
Unemployed	7	4.4%
Not Available	1	0.6%
Not Known	7	4.4%
Total	158	100.0%
NEET %		5.1%
Not Known %		4.4%
Participating %		84.8%

How the Careers Programme Links to the School Improvement Plan

Experiences

CONNECT: Frame the learning:

Raise the profile of our career's framework, launching our new 3-year strategic plan whilst embedding careers skills, knowledge and understanding among all learners and parent groups. This will enable our learners to grasp their place in the world and the opportunities that they have open to them.

Experiences	Key Implementation Actions <i>What steps will be taken to improve it?</i>	Success Criteria <i>How will we know if it has improved?</i>	By Who? By When?
<p>Students from years 7-11 experience a planned, progressive, and inclusive careers programme that helps them understand themselves, the world of work and pathways available to them.</p>	<ol style="list-style-type: none"> 1- Design and publish a whole-school careers programme mapped from Years 7–11, aligned to national guidance based on the Gatsby benchmarks. Dates to be confirmed the year 10 & 11 for Futures Programme delivery during PD tutor time. 2- Ensure Jason's participation in the CELT-wide careers training to strengthen whole-school careers alignment. 3- Jason to lead SLT matrix training to diagnose gaps and strengthen the Careers PD offer. 4- Audit current provision and identify gaps in employer encounters, guidance, and curriculum links 5- Track participation and destinations using a careers tracking system, ensuring targeted follow-up where needed. 6- Regularly review and evaluate the programme using student voice, staff feedback, and destination data. 	<ol style="list-style-type: none"> 1- A clearly documented and published careers programme for Years 7–11 is in place and understood by staff, students, and parents. 2- Attendance to the CELT careers training and then sharing information with Brannel staff 3- JDO to complete the Gatsby Benchmark matrix with SLT on 04/02/2026 4- All students can articulate career aspirations, pathways, and next steps appropriate to their age and stage. This will be collected through student voice work 5- The school meets or is working securely towards all national careers benchmarks. 6- Student, parent, and employer feedback demonstrates high levels of confidence and satisfaction with careers provision. 	<ol style="list-style-type: none"> 1- JDO by started Feb 26 and ready to implement by the summer term 2- JDO Jan 19/1/2026 3- JDO 4/2/26 4- JDO / RWI Started Feb 206 5- NRE / JDO Started Jan 2026 7- JDO / RWI Start Feb 2026

Experiences	Key Implementation Actions <i>What steps will be taken to improve it?</i>	Success Criteria <i>How will we know if it has improved?</i>	By Who? By When?
<p>Ensuring that the most vulnerable students at Brannel are receiving targeted and bespoke careers programme</p>	<ol style="list-style-type: none"> 1- Students experience a stable and structured careers programme that is clearly communicated and adapted for vulnerable cohorts (Gatsby Benchmark 1) 2- Individual needs are identified early, with careers provision tailored to SEND, disadvantaged pupils, CLA, young carers, and those at risk of NEET (Benchmark 3) for 1-1 or small group sessions 3- Students access age-appropriate labour market information, contextualised to local opportunities and personal aspirations (Benchmark 2) 4- Provide independent and impartial careers guidance, prioritising students at key transition points and those most at risk of becoming NEET 	<ol style="list-style-type: none"> 1- Removing barriers (transport, equipment, confidence) to participation on WEX 2- Increased engagement and participation of vulnerable learners in careers activities and employer encounters. 3- Tracking of students receiving careers guidance in 1-1 sessions or as groups 4- Feedback from students, parents and external agencies demonstrates high confidence in Brannels targeted careers support. 5- Sustained reduction in NEET risk and positive, sustained post-16 destinations for all learners. 	<ol style="list-style-type: none"> 1- JDO – Tracking starting Jan 2026 2- JDO – Tracking started Jan 2026 3- JDO – Tracking careers interventions for ALL students. Feb 2026 4- JDO - Dates set for all stakeholder voices Feb 2026 5- Started tracking onward journeys and NEET for current year 11 by 26/1/26. Ongoing monitoring
<p>Teaching and learning across the school consistently and explicitly integrate employability skills and careers references so that all students, regardless of background or starting point, develop high aspirations, understand the relevance of their learning, and are well prepared for future pathways.</p>	<ol style="list-style-type: none"> 1- Define and agree a whole-school framework of the 8 employability skills, ensuring consistent language and expectations across all subjects and year groups. 2- Require curriculum leaders to map the 8 employability skills across their subject curriculum, identifying where skills are explicitly taught, practised, and revisited. 3- Ensure schemes of work include clear references to relevant careers, job roles, and pathways, demonstrating how subject knowledge and skills are used in the workplace. 	<ol style="list-style-type: none"> 1- Every subject has a complete skills map showing where each employability skill is explicitly taught, practised, and revisited. 2- Curriculum leaders can demonstrate progression of skills within and across year groups. 3- All schemes of work contain explicit references to at least 1–2 relevant careers, job roles, or pathways per unit of work. 4- Students can make connections between subject content, skills, and potential careers, demonstrated through discussions, projects, and reflection activities. 	<ol style="list-style-type: none"> 1- KHU / JDO July 2026 2- KHU July 2026 3- KHU July 2026 4- JDO / RWI July 2026

Strategic Objectives

Long-Term Strategic Objective 1. Embed careers in curriculum areas

Link to Benchmarks: GB 3 and 4

This is a CELT wide objective and will involve work and collaboration with the Careers and Destinations lead for the MAT

What will success look like (Milestones)?

What do we need to achieve?

What actions we will take as a school to achieve these milestones?

**Year One
2026-
2027**

- Audit current provision and good practice that already exists.
- To have a best practice framework that can be adapted for each subject area.
- Introduce careers in the curriculum across all departments. A soft target of at least one taught aspect a fortnight.

- Find out existing provision already in school with HoDs. JDO tbc before Easter 2026
 - Liaise with the CELT Careers and Destinations lead about trust wide provision and adapt as necessary. JDO, JHA tbc before Easter 2026
- Brief HoDs on why we are introducing this objective into lessons and how we are going to roll it out. JDO, KHU tbc before Easter 2026
- Introduce an interim careers slide to insert into existing presentations. JDO, KHU tbc before Easter 2026
 - Have CELT wide resources in INSYNC departments. JDO, JHA Summer Term 2026
 - Careers slides introduced into all curriculum areas. JDO tbc ongoing throughout 2026-7
 - Learning walks by SLT and Carers Lead to ensure accuracy and quality of delivery. SLT, JDO tbc ongoing from Xmas 2026

**Year Two
2027-
2028**

- Consolidate the resources written in the previous year.
- Adapt and refine resources as needed.

- Evaluate the success of the previous year provision via pupil voice. JDO tbc by Xmas 2027
- Obtain parental feedback on careers programme via Microsoft Forms on ClassCharts or at a parent forum. JDO tbc by Xmas 2027

		<ul style="list-style-type: none"> • Learning walks by SLT and Carers Lead to ensure accuracy and quality of delivery. SLT, JDO tbc ongoing throughout year • Staff feedback on the programme via Microsoft Forms. JDO tbc Spring Term 2028
Year Three 2028-2029	<ul style="list-style-type: none"> • Adapt and refine resources as needed. • Staff will be able to talk confidently about how different parts of their subject apply to the workplace. • Students will be able to talk confidently about the careers in the curriculum provision and how it has helped them understand the relevance of the curriculum to the workplace. 	<ul style="list-style-type: none"> • Continue with learning walks by SLT and Carers Lead to ensure accuracy and quality of delivery. SLT, JDO tbc ongoing throughout year • Continue to obtain feedback from pupils, parents and staff. JDO tbc pupil feedback by Xmas 2028, parents and staff by Easter 2029
Success indicators What measurable change will we see at the end of the 3+ years?	<ul style="list-style-type: none"> • There will be a stable, relevant and well-resourced careers in the curriculum provision. • Staff will be able to talk confidently about the careers in the curriculum programme, and highlight where different aspects are taught. • Pupils feedback on the careers in the curriculum provision will be positive. • Parental feedback on the careers in the curriculum provision will be positive. 	

Long-Term Strategic Objective 2. Introduce and develop the taught Careers curriculum

Link to Benchmarks: GB 1, 2 and 3

What will success look like (Milestones)?

What do we need to achieve?

What actions we will take as a school to achieve these milestones?

**Year One
2026-
2027**

- To have a mapped and relevant taught careers programme for all years.
- Ensure the KS3 curriculum adapts to 2025-6 feedback.
- Introduce a taught KS4 curriculum.

- Adapt the KS3 PD lesson based on 2025-6 feedback (hair and beauty and more information on apprenticeships). JDO tbc end July 2026
- Audit with SLT and PSHCE lead what is already being delivered and where are the gaps. JDO and NRI tbc end July 2026
- Introduce KS4 taught lessons in PSHCE and/or PD sessions. JDO, RLE and NRI tbc end August 2026
- Pupil feedback via Microsoft Forms on all taught Careers curriculum and/or FSQ. JDO tbc Easter 2026
- Learning walks by SLT and Carers Lead to ensure accuracy and quality of delivery. SLT tbc end July 2016
- Staff CPD on content of new taught curriculum. JDO and RLE tbc end June 2026

**Year Two
2027-
2028**

- Ensure curriculum is relevant and reflects LMI and LLMI.
- Consolidate what should now be a balanced Ks3 PD careers curriculum.
- Continue to introduce and develop KS4 curriculum.

- Continue to react to feedback from pupils for the previous years via Microsoft Forms or FSQ. JDO tbc Xmas 2027
- Obtain parental feedback on careers programme via Microsoft Forms on ClassCharts or at a parent forum. JDO tbc by Easter 2028
- Learning walks by SLT and Carers Lead to ensure accuracy and quality of delivery. SLT tbc ongoing 2027-8
- Staff feedback on careers programme via Microsoft Forms. JDO tbc by Easter 2028

<p>Year Three 2028-2029</p>	<ul style="list-style-type: none"> • All staff will be confident delivering the Careers taught curriculum and be able to talk about the different aspects of the curriculum. • There will be a stable and relevant careers curriculum across all years. • Students will be able to talk confidently about the careers programme and see its relevance in their long term future. 	<ul style="list-style-type: none"> • Continue to react to feedback from pupils for the previous years via Microsoft Forms or FSQ. JDO tbc end July 2027 • Continue to obtain feedback from pupils, parents and staff. JDO pupil fb tbc Xmas 2028, parents tbc Easter 2029, staff tbc Easter 2029
<p>Success indicators</p> <p>What measurable change will we see at the end of the 3+ years?</p>	<ul style="list-style-type: none"> • There will be a stable, relevant and well-resourced careers curriculum. Staff will be able to talk confidently about the careers curriculum. • Pupils feedback on the taught curriculum will be positive. • Parental feedback on the taught curriculum will be positive. 	

Long-Term Strategic Objective 3. Introduce and develop a sustainable framework for the new Work Experience requirements

Link to Benchmarks: GB 3, 5 and 6

What will success look like (Milestones)?		What actions we will take as a school to achieve these milestones?
What do we need to achieve?		
Year One 2026-2027	<ul style="list-style-type: none"> To be compliant with the directive for a 50 hour (two week) of work experience. Investigate using Unifrog as a platform to register Work Experience placements. Decide whether placements take place in KS3 and 4, or just in KS4. Ensure a minimum of 95% of pupils have the 50 hour requirement. Continue with Assisted Work Experience as previous years for the most vulnerable. 	<ul style="list-style-type: none"> Work with Careers Hub to audit the strengths/weaknesses of current Work Experience provision during Term 3 of 2025-6. JDO tbc end February 2026 Staff CPD on Unifrog and the new requirements. JDO, NRE tbc before Xmas 2026 Have dates in place by May 2026 for Work Experience weeks. JDO tbc May 2026 Introduce the Work Experience placement investigations to students via tutor PD and assemblies in September 2026. JDO tbc end of October 2026 at the latest Introduce the Work Experience placement to parents via ClassCharts and social media in September 2026. JDO tbc end of October 2026 at the latest
Year Two 2027-2028	<ul style="list-style-type: none"> Review of 2026-2027 data to look at any gaps in provision, formulate plans as needed. Adapt changes of timings of Work Experience from staff feedback if needed. Improve students on Work Experience to at least 98% of pupils who are capable of work experience. 	<ul style="list-style-type: none"> Departments provide a reference to Work Experience in lessons during HT1 for their examination classes identifying some placements. JDO tbc end October 2027 Invite in larger employers to present to pupils regarding their Work Experience offer or distribute their information on paper or digitally. JDO, NRE tbc by Xmas 2027 Student and parent voice with the years who participated in the Work Experience the previous year. JDO tbc by end September 2027 Review of the Work Experience activities and information within tutor PD and assemblies; plan & implement

		<p>updates and adjustments in September 2027. JDO tbc by end September 2027</p> <ul style="list-style-type: none"> • Introduce parent drop in session(s) for those struggling with gaining placements during Autumn Term in addition to the previous years support. JDO tbc by end October 2027 • Have a Work Experience Champion member of staff to provide assistance to students in school (possibly with another role e.g. school librarian). JDO, NRE tbc by end October 2027
<p>Year Three 2028-2029</p>	<ul style="list-style-type: none"> • All staff will see themselves as Work Experience guides and be able to confidently tell students how to use the various platforms. • Only a very small minority of pupils not accessing Work Experience. • All subjects have a list of placements they can signpost students to. • Students value Work Experience and understand how it related to their future both post 16 and longer into their working lives. 	<ul style="list-style-type: none"> • Continue with the good practice built up in previous years in PD and assemblies. JDO tbc by end October 2028 • Have the Work Experience Champion in place. JDO, NRE tbc by end October 2028 • Review of the Work Experience activities and information within tutor PD and assemblies; plan & implement updates and adjustments. JDO, NRE tbc by end October 2028 • Student and parental voice to measure the effectiveness the Work Experience programme. JDO, NRE tbc by Xmas 2028
<p>Success indicators</p> <p>What measurable change will we see at the end of the 3+ years?</p>	<ul style="list-style-type: none"> • Staff will be able to talk confidently about the new Work experience requirements. • Pupils see the value of Work Experience. • Pupils will be comfortable getting placements and how to access the registration platform. • At least 95% of students accessing the required 50 hours work experience. • No gaps in provision for vulnerable groups e.g. PP, LAC, Armed Forces students etc. 	

Careers Team

Role	Responsibilities
Head of School	Leading the vision of aspiration and excellence within Brannel. Provides quality assurance at Headship level.
Deputy Head	Line manager of the Careers Lead; QA's leadership & management of Careers Programme and strategy.
Careers Link Governor	Strategic support and challenge of careers strategy at governor level. Actively promoting the careers strategy and programme with Governors Team and wider stakeholders. Provide community and business links.
Careers Lead	Plan and set the strategic direction of careers provision. Develop the Brannel 3-year Careers Strategy and implementation plan; Present to SLT/Governors. Advise SLT policy in careers guidance. Develop, implement and evaluate Careers development plan. Respond to reform. Ensure legal compliance. Management; ensure key specialist group needs are met. Support teachers to deliver the Pastoral Careers Curriculum. Monitor and audit delivery across Gatsby BMs using Compass+. Develop relationships with HE, FE, apprenticeship providers and employers. Manage the Careers budget. Provide CPD for staff. Develop the Careers calendar. Track data and trends. Provision of careers and LMI. Develop and manage Careers information on the school website. Provide Careers advice, encounters with workplace/work experience. Work with Careers guidance professionals to develop practice.
Careers Administrator	Provide administrative support for the Careers Lead. Manage the admin of the Work Experience programme; liaising with Cornwall CC; keep data and records for WEX and Year-11 progression each year. Assist in the organisation of Careers visits, trips and events, communicating with Site Team.
Heads of Year	Work with SLT, parents/carers, colleagues and outside agencies to increase aspiration for the students in their Year Team. Identify barriers to learning, attendance and progression. Support the Careers programme via assemblies, Tutorial sessions. Careers-based trips, visits and events (including WEX) over the 5-years with their teams. Provide personalised support and guidance for their students.
Tutors in each Year Team	Builds a relationship with all individuals in their tutor group, advocates for their students supporting them to cope in the school environment. Delivers Careers sessions during registration and other designated times. Provides support and monitors progress of Work Experience and

	Post-16 applications. The link between the Careers Team and the Pastoral system.
Parents and Carers	Support their children by exploring and navigate together the range of learning and training opportunities on offer at Penrice including Career Pilot platform, school website, at Parents Evenings and other school/family events. Be proactive in supporting their child's Career and Post-16 educational needs. Access the resources and events shared on Career Pilot and ClassCharts. Be aware of application deadlines; extra- curricular activities; and make use of the online tools available to help their child to succeed.

Brannel Careers Programme

The programme below is an outline of the programme for all years for 2025-6 and is linked to the Gatsby Benchmarks. It is designed to meet the three Long-Term strategic aims.

Key areas of focus are:

- Development of Employability Skills
- Increased Employer Engagement
- The use of National Careers Week and National Apprenticeship Week to raise the profile of Careers at Brannel

The plan outlined above, is a working document that will be developed over the next three years and will be adjusted to meet the termly milestones and shorter-term strategies as they are developed.

Year 7 (Discover)

Focus

Students understand about their own individual skills and strengths and can link these to the 8 employability skills.

Students discover the main employment sectors and learn about the LMI and LLMI jobs that will be available to them when they leave Brannel

Gatsby Benchmarks

1, 2, 3, 4, 5, 7

Activities

Personal Development tutor programme

CELT Careers Fair

Army CCF

Headland hotel assemblies

Cornish Lithium assemblies

Brannel CoCurricular programme

Future Skills Questionnaire

National Apprenticeship Week Tutor PD

National Careers Week Tutor PD

Year 8 (Explore)

Focus

Students will develop awareness of potential future career pathways and will begin to explore potential Post-16 pathways.

Students look in greater detail at Career pathways linked the LLMI and LMI.

Gatsby Benchmarks

1, 2, 3, 4, 5, 6, 7

Activities

Personal Development tutor programme

Girls in Chemistry programme

CAST NSSW programme start

CELT Careers Fair

Faraday Foundation STEM event

Army CCF

Headland hotel assemblies

Cornish Lithium assemblies

Brannel CoCurricular programme

National Apprenticeship Week Tutor PD

National Careers Week Tutor PD

Year 9 (Opportunities)

Focus

Students learn in detail about Post-16 pathways, the range of Apprenticeships and entry profiles required to access them.

Students are able to make informed choices for their GCSE Options based on an understanding of future opportunities, their own strengths and interests.

Gatsby Benchmarks

1, 3, 4, 5, 6, 7

Activities

Personal Development tutor programme

CELT Careers Fair

Army CCF

Headland hotel assemblies

Cornish Lithium assemblies

Options evening (attended by Callywith, Cornwall College, NT6 and Truro-Penwith College)

NSSW Introduction to HE assembly

Brannel CoCurricular programme

Future Skills Questionnaire

National Apprenticeship Week Tutor PD

National Careers Week Tutor PD

Year 10 (Experience)

Focus

Student can discuss likely Post-16 options

Students have increased self-awareness of what they need to do to be successful at GCSE Students make informed decisions about Work Experience choices and how they can develop employability skills

Gatsby Benchmarks

1, 2, 3, 4, 5, 6, 7, 8

Activities

Work Experience launch assembly

1 to 1 student interviews

CELT Careers Fair

Army CCF

Stoke Climsland visit

Callywith, Cornwall College and Truro-Penwith College taster day assemblies

Headland hotel assemblies

Cornish Lithium assemblies

NSSW Higher and Degree apprenticeship workshop

NSSW Level 3 Options talk and workshop

Callywith, Cornwall College and Truro-Penwith College taster days.

Work Experience Health and Safety presentation

Work Experience week

Brannel CoCurricular programme

National Apprenticeship Week Tutor PD

National Careers Week Tutor PD

Year 11 (Apply)

Focus

Students make confident, informed decisions with Post- 16 choices

Students are successful with their applications that support their longer-term ambitions and career goals

Students are self-aware of the things they need to do in Year 11 to be successful in GCSEs.

Gatsby Benchmarks

1, 3, 4, 5, 6, 7

Activities

Callywith, Cornwall College, NT6 and Truro-Penwith College assemblies.

Process of college and apprenticeship applications in home tutor

CELT Careers Fair

Army CCF

Stoke Climsland visit

Army and RAF assemblies

Headland hotel assemblies

Cornish Lithium assemblies

British Astronomy Year 11 Masterclass

Brannel CoCurricular programme
Future Skills Questionnaire
National Apprenticeship Week Tutor PD
National Careers Week Tutor PD

