



Market Field School – ‘*Learning for Life*’

&

Market Field College – ‘*Fostering Readiness for Work and Life*’

Careers Strategy

2026 - 2028

Staff Responsibility	Created	Next Review
Hazel Govia	Spring Term 2024	Spring Term 2025 (completed Jan 2025)
Hazel Govia		Spring Term 2026
Hazel Govia		Spring Term 2027

Vision Statement

Market Field School and College are committed to changing lives; affording our learners the skills, knowledge and confidence to successfully prepare them for the opportunities and responsibilities their futures hold.

Introduction

The Careers Strategy outlines how we intend to meet our Vision Statement. It demonstrates our strengths and areas for development across our school and college site. Our key objectives are:

- to meet the eight Gatsby benchmarks of good careers guidance
- to respond to the needs of each pupil
- to challenge stereotypes and promote equality
- to encourage the skills and confidence our pupils need to successfully shape their own futures
- to provide comprehensive advice, information and experiences

Using data extracted from Compass+ based on the Gatsby benchmarks, this strategy outlines where Market Field School and College currently is and provides us with the opportunity to explore what our goals are for the future. The strategy outlines how different stakeholders will work together to improve careers and employability provision.

In *Good Career Guidance - The Next 10 Years*, a comprehensive review of the Gatsby benchmarks was published following two years of systematic analysis of national and international evidence, alongside an evaluation of current practise. These updates have had a direct impact on Compass+ scoring for providers across the country, including our own, reflecting the raised expectations and refined criteria within the refreshed framework.

The strategy is directly influenced by the trust's 'Academy Improvement Plan' which includes the priority of 'Changing Lives by Preparing Young People for Adulthood.' These objectives are prioritised in this strategy and in all the work completed under the CEIAG banner.

Our commitment

A strong and well-rounded careers provision is vitally important in today's climate. Sadly, no more than 6% of working-age adults with specific additional needs are in paid work.

At Market Field School and College, we are determined to curate a brighter outlook for our students, and we therefore have a critical role to play in preparing our learners for the next stage of their education, training and beyond. We are proud to share that 20.59% of our

college leavers gained paid employment in 2025 which is a staggering increase on the national average.

Paid employment is one of many suitable outcomes for our young people. Our goal is to ensure our students are prepared to sustain appropriate future pathways; specifically designed to support individual needs.

In summary, we wish to provide our learners with the skills, knowledge and confidence they need to navigate their own futures.

Our values

Our core values are **respect**, **excellence** and **friendship** which we celebrate throughout school and college.

We aim to:

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop a strong home/school partnership.
- Promote a positive and caring environment in which all staff and students feel valued, and their successes and achievements are recognised and appreciated.
- Provide appropriate guidance and support to achieve each student's potential with the aim to instil employability skills and learning for life.
- To enable every individual to be the best version of themselves they possibly can be.
- Support students to enjoy fulfilling and rewarding lives.

Educationally we aim to:

- Assess each student's needs and develop appropriate teaching programmes to meet those needs.
- Offer all students a broad, balanced, relevant and differentiated curriculum on one of the school/college's pathways.
- Promote and develop good study habits and attitudes and, where appropriate, to involve the students in the planning and recording of their own work.

Socially and morally we aim to:

- Provide our students with a school family in which to grow and develop.
- Emphasise the need to respect and understand others.
- Establish clear moral standards where students consider what is right and wrong and own their own behaviour.
- Provide a range of opportunities for individuals to develop areas of interest through leisure activities.
- Gain skills, knowledge and attitudes relevant to the world in which we live.
- Prepare our students for adulthood.

Entitlement

At Market Field School and College, we are working towards having a continuous approach to careers education. We aim for our careers programme to support the achievement of the eight Gatsby benchmarks in line with government guidance.

We work closely with:

- The Careers and Enterprise Company
- Talentino Careers
- Essex SEND Careers Advice Service
- Other local SEND provision careers leaders – ‘SEND Forward’

Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 14 - currently via Essex SEND careers advice service during the annual review process.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships as outlined in the Provider Access Policy.
- Ensuring that independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- Ensuring that the guidance includes information on the range of education or training options - including accessible/apprenticeship and supported internships.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- Handling complaints regarding policy related to careers as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher, which enables the school and college's legal requirements to be met.

The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the curriculum leaders to plan careers education in the curriculum.

- Provide line management to the careers team.
- Liaising with teaching staff to identify students requiring guidance.
- Establishing, maintaining and developing links with FE colleges, apprenticeship providers and employers.
- Establishing, maintaining and developing links with local employers and businesses.
- Monitoring teaching and learning in careers education across the curriculum.
- Advising senior leadership on policy, strategy and resources for CEIAG.
- Preparing and implementing a strategy for CEIAG.
- Preparing and implementing, and then reviewing and evaluating, the CEIAG Programme.
- Using the Gatsby benchmarks to improve the school and college's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks.
- Allowing students to have access to providers, such as colleges and apprenticeships, to ensure every student is well-informed about their future options at every stage.
- Using the Compass+ tool for self-evaluating the careers provision the school and college offer with the support of Charlotte Harris from The Careers and Enterprise Company.
- Publishing details of the school and college's careers programme and a policy statement on provider access on the school and college's website.
- Maintaining the school and college's websites and uploading all required documentation.
- Accurately obtaining and tracking student destinations for 3 years.
- Oversee and manage appropriate destinations for current students, with a particular focus on those at risk of becoming NEET.

Teaching and support staff are responsible for:

- Ensuring careers is prioritised across the curriculum and is shown in planning.
- Ensuring careers has allocated time in class timetables.
- Attending any relevant CPD or training to ensure they are up-to-date with the school and college's programme, curriculum and any other relevant information in direct relation to careers.
- Creating a learning environment which encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace or alternative appropriate destinations.

SEND Gatsby Benchmark Toolkit

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *'there is*

a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.'

Gatsby Benchmarks	<i>'The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.'</i>
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 and employers.	The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.
2. Learning from career and labour market information: Every student, 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 best use of available information.	The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.
3. Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.
4. Linking curriculum learning to careers: All teachers should like curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.
5. Encounters with employees and employers: Every student should have multiple opportunities to learn	The aim needs to be re-framed possibly as a two-way learning for employers and the

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.	activities to reflect the types of destinations for this cohort.
6. Experiences of workplaces: Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.
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 academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted.
8. Personal guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.	The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.

The Gatsby benchmarks 'The Next 10 Years' was released in November, 2024. This has directly impacted our benchmark scores.

Benchmark 1 – A stable careers programme

Evaluation % Summer Term 2026	92%
Evaluation % Autumn Term 2026	
What we do well & key examples of development	The Careers programme is explicitly backed by SLT, and is published on the websites in accessible formats for students and staff/families. Careers team lead, Hazel Govia, qualified to level 6 – October 2024.
Key Strategic Objectives	
1	Creation of an audio/visual version of the programme – publish on website
2	Implement a comprehensive evaluation process with feedback from students, parents/carers, school/college staff and employers. Use information to make informed changes to the programme to ensure effective practice.
<i>Audio/Visual version to be updated by Christmas holidays.</i> <i>Completion of Key strategic objectives an ongoing process with the first full and comprehensive evaluation to be completed in the Summer term of 2026. Update Key Strategic Objectives to reflect this.</i>	
Outcomes	• Audio/visual programme — Students, parents/carers, and staff will have accessible, engaging, and inclusive access to the careers programme through a high-quality audio/visual version published on the school website. This will increase understanding of the programme, improve engagement with key careers information, and ensure the offer is fully accessible to learners with diverse needs. • Comprehensive evaluation process — A robust, multi-stakeholder evaluation cycle will generate clear insights from students, parents/carers, staff, and employers. This feedback will be systematically analysed and used to refine and strengthen the careers programme, ensuring continuous improvement, higher Compass+ performance, and demonstrably effective practice.

Benchmark 2 - Learning from career and labour market information

Evaluation % Summer Term 2026	76%
Evaluation % Autumn Term 2026	
What we do well & key examples of development	• Information regarding LMI and future study options is routinely shared with staff, parents/carers and where appropriate, with students. • Students and parents/carers are invited to Careers and Transition event organised by SEND Forward • Monthly Careers Newsletter shared with all linked to MF via online comms and within careers lessons.
Key Strategic Objectives	
1	Use content already in place (Careers Newsletter) to share information specifically on progression pathways.
2	To provide structured support for parents through open evenings and coffee mornings that help them understand and use CEIAG information effectively, ensuring they feel confident in guiding their child's next-step decisions and fully engaging with the pathways and opportunities available.
<i>First open morning to be hosted in Autumn term of academic year 2026 – 2027. School coffee morning planned for 10th March 2026.</i>	
Outcomes	• Progression pathways - Improved awareness of progression pathways will be demonstrated as students and parents report a stronger understanding of post-16 and post-18 options through surveys and feedback, supported by higher engagement with careers communications shown in increased readership and interaction with the Careers Newsletter, particularly its pathway-focused content. This will contribute to more informed decision-making, with students showing greater confidence in selecting suitable routes during guidance interviews and annual reviews. • Increased parental confidence will be demonstrated as parents report feeling more assured in supporting their child's next-step decisions after attending events, alongside higher parental participation shown through rising attendance at open evenings and coffee mornings across key year groups.

Benchmark 3 – Addressing the needs of each pupil

Evaluation % Summer Term 2026	89%
Evaluation % Autumn Term 2026	
What we do well & key examples of development	• All staff determined to raise aspirations and challenge stereotypes. This desire explicitly back by SLT. • Comprehensive destination data tracked and recorded for 3 years – information is shared with the appropriate parties. • All information tracked on Student Journey Map (MFC). • Students receive personalised support from Careers team, classroom staff, the therapeutic team, etc.
Key Strategic Objectives	
1	To utilise alumni to showcase a diverse range of role models within our careers programme – in person and Workability.
2	Systematically track all advice given to students on Student Journey Map.
<i>Updated Alumni event being hosted in the Spring Term of academic year 2026 – 2027</i> <i>Content being continuously developed for Workability with this academic year's (2025 – 26) success stories currently being developed. Begin utilising site from the start of next academic year.</i> <i>Careers team to begin tracking advice given on Student Journey Map in September 2026. Wider staff team to support with this from September 2027.</i>	
Outcomes	• Alumni – Showcasing our alumni will ensure students see authentic pathways that reflect varied backgrounds and aspirations thus raising aspirations. • Systematic tracking - creates a consistent, trackable record that enhances continuity, supports personalised progression, and supports strategic evaluation of the careers offer.

Benchmark 4 - Linking curriculum learning to careers

Evaluation % Summer Term 2026	64%
Evaluation % Autumn Term 2026	
What we do well & key examples of development	• Talentino curriculum being utilised at Market Field School. • Careers education at the heart of every subject at Market Field College, fully embedded in the PfA curriculum.
Key Strategic Objectives	
1	HG, in collaboration with Careers and Enterprise Company & Talentino, to organise staff CPD on CEIAG.
2	To audit the curriculum to identify where CEIAG is strong and to identify gaps.
<i>CPD to be organised from academic year 2026 – 2027.</i>	
<i>Audit ongoing through academic year 2026 – 2027.</i>	
Outcomes	• Staff CPD – Increase in staff confidence, with a vast majority reporting improved delivery of CEIAG. Alongside improved staff knowledge demonstrated through knowledge checks and reflective tasks. This will contribute to more consistent CEIAG delivery across subjects, evidenced through learning walks and work scrutiny. • Curriculum audit - A comprehensive CEIAG map will be produced to show where CEIAG is embedded across all subjects and year groups, alongside the clear identification of gaps in subjects, year groups, or topics with limited coverage. These findings will inform a targeted improvement plan outlining actions, timelines, responsibilities, and success measures.

Benchmark 5 - Encounters with employees and employers

	63%
What we do well & key examples of development	• Where appropriate, meaningful encounters with employers and employees are facilitated for all young people. • All students & families invited to SEND Forward transition event with the aim to make this bi-annual. • All students accessing regular community visits, across a variety of industry, employers and services.
Key Strategic Objectives	
1	To ensure <i>all</i> student encounters at Marketfield College are <i>meaningful</i> by in line with the updated Gatsby benchmark frameworks, strengthening the impact and coherence of CEIAG across the curriculum. Particular focus on allowing time for reflection.
2	To roll out meaningful encounters consistently across Key Stage 3 and Key Stage 4, ensuring every student experiences high-quality, purposeful interactions with employers, further education, and career pathways that align with the updated Gatsby benchmarks and strengthen CEIAG provision school-wide.
<i>Academic year 2026 – 2027 following early CPD for staff in Autumn term of 2026.</i>	
Outcomes	• Students at Market Field College will continue to access a wide range of employer encounters, but these experiences will become consistently meaningful and aligned with the updated Gatsby frameworks, ensuring each encounter has clear purpose, relevance, and impact. This shift will lead to strengthened encounters that genuinely enhance students' understanding of pathways, raise aspirations, and support informed decision-making. • The rollout of planned meaningful encounters across KS3 and KS4 will support students' future decision-making by giving them purposeful, high-quality experiences that deepen their understanding of pathways, while also ensuring a consistent whole-school approach to CEIAG that is embedded, structured, and aligned with updated frameworks.

Benchmark 6 - Experiences of workplaces

	67%
What we do well & key examples of development	• Market Field College has a fantastic programme in place! Students are on work placement (starting at 1 day a week) from year 13 – this is embedded and historic. • Innovative and creative strides being taken to ensure that all young people have the 2 week work experience requirement offered. This is in line with Equal Ex work experience model outlined in the Gatsby benchmark update 'Good Career Guidance – The Next 10 Years'. • Enterprise fully utilised to provide work place experience.
Key Strategic Objectives	
1	To reintroduce systematic work-based experiences by prioritising structured work visits, work shadowing, and work experience opportunities—particularly those delivered on the school site—and ensuring all activity is recorded consistently on Compass+ to strengthen tracking, quality, and impact.
<i>Introduction of the Careers Carousel in year 10 – academic year 2026 – 2027, progressive ideas to develop and follow.</i> <i>Full implementation by academic year 2028 – 2029.</i>	
Outcomes	• The reintroduction of systematic work-based experiences will create a more coherent, high-quality programme in which students regularly engage in structured work visits, work shadowing, and on-site work experience that build their confidence, skills, and understanding of real workplace expectations. By ensuring every activity is consistently recorded on Compass+, the school will strengthen its ability to track participation, monitor quality, and evaluate impact, resulting in a more robust, evidence-driven careers provision that supports all learners more effectively.

Benchmark 7 - Encounters with further and higher education Encounters with further and higher education

	55%
What we do well & key examples of development	• All students & families invited to SEND Forward transition event which further education providers attend. • Where appropriate, encounters organised for young people/relevant information provided to families. • Systematic plan of encounters created and currently in rotation • Systematically recorded on Student Journey Map.
Key Strategic Objectives	
1	To introduce an information evening that brings a range of post-16 providers into the school, giving parents and students the opportunity to understand available pathways more clearly and make informed decisions about next steps through direct engagement with colleges and training organisations.
2	Ensure updated pathway information is routinely shared to staff, allowing them filter the information down to students as is appropriate.
<i>First open evening to be hosted at the beginning of academic year 2026 – 27.</i>	
Outcomes	• Students and their families provided with all relevant information about further education and training options. Allowing for active planning and more informed choices in line with the young person's planned destination.

Benchmark 8 – Personal guidance

	70%
What we do well & key examples of development	- All young people have an EHCP and therefore have a meeting with a Level 6 qualified careers advisor by the end of school and another by the end of college. This is set to change as systems are updated. - Young people receive ongoing support and information from the careers team and teaching staff.
Key Strategic Objectives	
1	Implement a comprehensive evaluation process with feedback from students, parents/carers, school/college staff and providers.
2	Hazel Govia to qualify to provide IAG in academic year 26 – 27 with RGG Associates.
3	Develop a consistent method of the recording and sharing of information (where appropriate) gathered within annual review meetings to allow for a joined up approach between the work of the careers team, teaching staff and the PfA team.
<i>Completion of Key Strategic Objectives on an ongoing basis with the first full and comprehensive evaluation to be completed in the Spring term of academic year 2026 – 2027.</i>	
Outcomes	Ensuring a well-rounded approach to career guidance will mean that every student receives high-quality personal guidance through scheduled meetings with a Level 6 qualified careers advisor, giving them personalised, impartial advice that reflects their strengths, aspirations, and needs. As a result, students will develop greater clarity about future pathways, feel more confident in making informed decisions, and have documented guidance that feeds into their annual reviews and long-term planning.

Please note this is a working document. It will be changed and updated regularly as Hazel Govia and the careers team work through the strategic objectives. Amendments during the 2026 – 27 academic year will be added in blue. Their work will be supported by SLT, teaching staff, Charlotte Harris from the Careers and Enterprise Company, and Talentino.