

Career Education At Consilium Evolve



Consilium
Evolve

**Consilium Evolve Career Education
Strategy: 2025 – 2028
Updated September 2025**

Our Vision

Consilium Evolve is a caring, child-centred, and, inclusive school. We provide an aspirational environment where all our students are encouraged to reach their full potential through an inclusive and vibrant curriculum.

We aim to enrich the lives and opportunities of our neurodiverse students

Our vision is to ensure every child has access to high-quality education and opportunities that prepare them for a successful future.

Our Careers Strategy: Introduction

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. Consilium Evolve, we have a critical role to play in preparing our learners futures and next steps. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our Values

At Consilium Evolve, our SEND strategic careers programme is underpinned by a commitment to excellence, integrity, and equity. We strive to provide every learner with the highest quality guidance and opportunities, ensuring that all young people, regardless of their individual needs, can achieve their full

potential. Through honest, transparent practice and a steadfast focus on fairness, we champion an inclusive environment where every student is valued, supported, and empowered to succeed in their chosen pathways.

Entitlement

At Consilium Evolve, we take a whole-school approach to careers education, where every member of staff plays a vital role in delivering high-quality, impartial Careers Education, Information, Advice and Guidance (CEIAG). Our learners are entitled to access clear, relevant, and timely information to support informed decisions about their future pathways. Careers education is not a standalone element, it is embedded across the curriculum and integrated into all aspects of school life, ensuring that students understand the relevance of their learning to future opportunities.

Our careers programme runs throughout the academic year and is aligned with the latest national careers strategy, supporting the achievement of all eight Gatsby Benchmarks. We work collaboratively with the wider Consilium Trust careers network, the Careers Development Institute, NE Ambition, and The Careers and Enterprise Company to ensure our provision remains current and impactful. Independent careers guidance is delivered by together for Children, who provide one-to-one interviews for all Key Stage 4 learners, alongside curriculum support and expert advice.

Aims and Objectives

The careers education, information and guidance programme is designed to meet the needs of each learner at Consilium Evolve. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The main aims of the careers provision at Consilium Evolve are to:

Strategic Aims

1. Promote High Aspirations for All

- Foster a culture of high aspirations for every learner, including those with SEND, through a fully embedded and inclusive CEIAG programme.
- Ensure the programme is accessible, personalised, and aspirational, supporting all learners to explore meaningful and ambitious future pathways.

2. Track and Evaluate Engagement

- Monitor and evaluate learner engagement with the careers programme throughout

their journey at Consilium Evolve.

- Use differentiated approaches to reflect individual needs and starting points, ensuring all learners, including those with SEND are empowered to raise their aspirations and are equipped for the evolving world of work.

3. Build Inclusive Partnerships

- Develop and sustain a diverse, inclusive network of partners and providers who understand and champion the needs of SEND learners.
- Collaborate with subject areas and key stages to co-create experiences that make explicit links between curriculum learning and the world of work, providing appropriate adjustments and support for full participation.

4. Align with the Updated 2025 Gatsby Benchmarks

- Ensure all learners, including those with SEND, benefit from the updated Gatsby Benchmarks:
 - **Benchmark 4:** Curriculum learning linked to careers, with adaptations for accessibility and relevance.
 - **Benchmark 5:** Inclusive encounters with employers and employees, ensuring accessibility and representation.
 - **Benchmark 6:** Supported experiences of workplaces, with reasonable adjustments as required.
 - **Benchmark 8:** Personalised, high-quality guidance tailored to individual needs.

Implementation

- Careers education is integrated across the curriculum and school life, not as a standalone strand, but as a core entitlement for every learner.
- Independent, impartial guidance is provided by Sunderland Together for Children, offering one-to-one interviews for all Key Stage 4 learners, alongside curriculum support and expert advice.

Monitoring and Review

- Regularly review and adapt the careers programme to ensure it remains current, impactful, and fully inclusive.
- Use data and feedback from learners, staff, parents, and partners to inform ongoing development, with a focus on continuous improvement and equity of opportunity.
- Career Impact Review
- Quality Assurance from the trust lead

Consilium Evolve is committed to ensuring that every learner, regardless of their starting point or additional needs, is prepared for a successful and fulfilling future.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' May 2025
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Roles and Responsibilities: Governing Body

The governing body at Consilium Evolve is responsible for:

- Ensuring access to independent careers guidance: Guaranteeing that all registered learners from Year 7 to Year 11 receive independent and impartial careers guidance, including information on the full range of education, training, and employment options, such as apprenticeships and technical qualifications.
- Facilitating provider access: Making sure that arrangements are in place to allow a range of education and training providers to access all learners, in line with the Provider Access Legislation ("Baker Clause"), so that learners are informed about approved technical education qualifications and apprenticeships. The school's provider access policy statement must be published and kept up to date.
- Maintaining impartiality: Ensuring that all careers guidance is presented in an impartial manner, showing no bias or favouritism towards any particular institution, education, or work option.
- Promoting equality and inclusion: Ensuring that the careers programme and guidance are accessible to all learners and do not discriminate on any grounds, including but not limited to: ethnicity, national origin, culture, religion, gender, disability, or sexual orientation.
- Strategic oversight and quality assurance: Providing clear advice and guidance to the Principal and senior leaders to inform a strategic careers plan that meets legal requirements and is aligned with the updated Gatsby Benchmarks. Careers provision should be a regular agenda item at governance meetings, with a designated link governor for careers.
- Monitoring and evaluation: Overseeing the regular review and evaluation of the careers programme, including the analysis of learner engagement and destination data, to ensure continuous improvement and compliance with statutory duties.
- Handling complaints: Managing complaints regarding the careers policy in accordance with the school's published Complaints Procedure.

This ensures that Consilium Evolve's careers provision is robust, inclusive, and fully compliant with the

latest statutory guidance and legal requirements.

The career leader is responsible for:

- **Strategic Leadership and Programme Management**
 - Leading, managing, and continuously developing a stable, structured careers programme that is fully embedded across the curriculum and aligned with the school's vision and strategic priorities, as required by Gatsby Benchmark 1. [\[Gatsby Good for Schools\]](#), [\[A Guide to...the Future\]](#)
 - Ensuring the careers programme is inclusive, progressive, and meets the needs of every learner, including those with SEND and other vulnerabilities.
- **Collaboration and Partnership**
 - Working closely with the Headteacher, senior leaders, the SENCO, and the designated teacher for looked-after and previously looked-after children to ensure all learners receive appropriate, personalised support.
 - Liaising with subject leaders, PSHE leads, Heads of Year, mentors, and the pastoral team to integrate careers education throughout the curriculum and identify learners who may need additional guidance.
 - Establishing and maintaining effective partnerships with further and higher education providers, apprenticeship and technical education providers, employers, and external agencies to ensure learners have meaningful encounters and experiences (Gatsby Benchmarks 5, 6, and 7).
- **Access and Provider Engagement**
 - Ensuring arrangements are in place for a range of education and training providers to access all learners, in line with the Provider Access Legislation ("Baker Clause"), and publishing the provider access policy statement on the school website.
 - Supporting learners to access impartial, independent careers guidance and information about all available pathways, including apprenticeships and technical routes (Gatsby Benchmarks 2, 7, and 8).
- **Quality Assurance and Evaluation**
 - Monitoring, reviewing, and evaluating the effectiveness and impact of the careers programme, using tools such as Compass+ and learner destination data, and reporting regularly to senior leaders and governors.
 - Keeping accurate records of individual learner engagement and progression in careers activities, and using data to personalise support and tackle disadvantage.
 - Preparing and implementing a development plan for CEIAG, and advising senior leadership on policy, strategy, and resource needs.
- **Staff Development and Support**
 - Supporting and training staff across the school to deliver high-quality careers education and guidance, ensuring all staff understand their role in supporting learners' career development.
 - Promoting a culture of high aspirations and social mobility, ensuring all learners—especially those with SEND or from disadvantaged backgrounds—are supported to achieve their goals.

- **SEND and Inclusion**

- Working closely with the SENCO and other key staff to identify and address the guidance needs of all learners with SEND, ensuring they receive tailored, accessible, and aspirational support throughout their school journey.
- Ensuring that learners with SEND understand their different career pathways and are enabled to develop the skills, knowledge, and experiences required to achieve their ambitions.
- Engaging with parents, carers, and external agencies to support the career development of SEND learners and ensure their voices are heard in planning and review processes.

- **Compliance and Communication**

- Ensuring the school's careers programme and provider access policy are published and kept up to date on the school website, and that all stakeholders are informed about the careers offer.
- Ensuring compliance with all statutory duties and the updated Gatsby Benchmarks, with the ultimate aim of meeting all benchmarks and delivering world-class careers guidance for every learner.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Addressing the Needs of Pupils

At Consilium Evolve, our careers programme is designed to raise aspirations and support informed decision-making for all learners, including those with special educational needs and disabilities (SEND). The programme is tailored to meet individual needs and is underpinned by the updated 2025 Gatsby Benchmarks, ensuring that every learner receives high-quality, inclusive careers education.

We are committed to ensuring that learners are aware of the full range of opportunities available to them, including academic, technical, and vocational pathways. Careers guidance is delivered in a way that encourages ambition and self-belief, helping learners to make choices that reflect their strengths, interests, and future goals.

To promote equity and inclusion, all forms of stereotyping are actively challenged. Careers information, advice, and guidance are provided impartially and without bias, ensuring that learners from all backgrounds, genders, and diversity groups, including those with SEND, can explore the widest possible range of career options.

Comprehensive and accurate records are maintained to support each learner's career development. This includes tracking engagement with careers activities, recording personal guidance, and monitoring progression. Destination data is collected and retained for a minimum of three years, in line with statutory expectations, and is used to evaluate the effectiveness of our careers programme and inform future planning.

Details of learner destinations, including the percentage of pupils progressing to further education, apprenticeships, employment, or other pathways, are published on the Consilium Evolve website to ensure transparency and accountability.

Pupils with SEND

Consilium Evolve is committed to ensuring that careers guidance for learners with special educational needs and disabilities (SEND) is ambitious, personalised, and fully inclusive. Our approach is underpinned by the principles of equity and high expectations, ensuring every learner can explore and achieve their aspirations.

- **Personalised and Aspirational Guidance:**
Careers guidance is differentiated and tailored to individual needs, strengths, and ambitions. The careers leader works closely with the SENDCo, teaching staff, and pastoral teams to ensure that all learners with SEND understand the full range of career pathways available to them, and how to develop the skills, knowledge, experience, and qualifications needed for success.
- **Family and Learner Engagement:**
We actively involve families in the careers guidance process, helping them to understand the options and support available. Regular surveys and consultations are conducted to capture learners' aspirations, which inform the design of personalised guidance and experiences.
- **Challenging Stereotypes and Promoting Inclusion:**
All forms of stereotyping are challenged in our careers programme. Learners from all backgrounds, including those with SEND, are encouraged to consider the widest possible range of careers. Guidance includes information about how workplaces can support employees with SEND and how roles can be adapted to individual strengths.
- **Meaningful Encounters and Partnerships:**
We build strong partnerships with employers, further and higher education providers, apprenticeship organisations, and voluntary sector partners. Learners are prepared for encounters with employers and provided with any additional support or reasonable adjustments needed to fully benefit from these experiences. Opportunities are provided

for learners to meet and hear from adults with disabilities who have succeeded in their careers.

- **Work Experience and Supported Transitions:**

When arranging work experience, we work closely with employers to identify and provide any additional support required, ensuring placements are accessible and meaningful. Careers guidance focuses on each learner's aspirations and the post-16 options most likely to support progression into employment, further education, or training.

- **Annual Reviews and the Local Offer:**

The SEND local offer is utilised to inform learners and families about available support and opportunities. Annual reviews of Education, Health and Care (EHC) plans are informed by high-quality careers guidance, ensuring that career planning is an integral part of each learner's journey.

- **Monitoring and Evaluation:**

Comprehensive records are kept to track engagement, progression, and destinations for learners with SEND. This data is used to evaluate the effectiveness of our provision and to ensure continuous improvement.

Link with the SEND ranges to promote skills for Pfa (preparing for adulthood) necessary for ensuring students are ready for the demands of their next steps.

Consilium Evolve is dedicated to ensuring that every learner is empowered to make informed choices, realise their ambitions, and achieve positive outcomes in education, employment, and life.

The Gatsby Benchmarks - [good-career-guidance-perspectives-from-the-send-sector.pdf](#)

Strategic Objective 1: Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme		
Benchmarks 1, 2, 4, 7 and 8		
Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2025-2026)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the PSRE/Lifeskills/Citizenship programme to enable all learners to develop their own personal career pathway. Student surveys show that learners are excited about different jobs and can all name a range of careers and career pathways. Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning. 	<ul style="list-style-type: none"> Implement the Careers Programme into the whole-school PSRE curriculum including an employability programme into KS3 & KS4. Regular CPD training for all staff to deliver the new PSRE Careers programme. Monitor and Evaluate the programme by staff and learners each half term. Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. Implementation of key employability skills across the curriculum. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.
Year Two (2026-2027)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates. All key stages have at least one Careers Ambassador who will make relevant links with appropriate local employers. Learners are able to explain what the 8 key employability skills are, and they can demonstrate how they can use these skills in their future pathways. In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. To continue implementing Morrisby programme areas of teaching and learning. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses.
Year Three (2027-2028)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. All learners can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents on review days, inductions and careers fairs. Targeted workshops to focus on key employability skills, including involving parents. Review practice with other school(s) to identify next steps.

Strategic Objective 2:

To raise and track learner's engagement within the careers programme during their journey through the School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2025-2026)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students having at least 1 appropriate and meaningful interaction with an employer at least once during the year. All learners have created a profile on Morrisby to record their career pathway experiences. All learners have a clear plan for post-16 and that all learners are in some form of education or employment at the end of their time in Consilium Evolve. There are NO learner's post-16 who are NEET. Year 11 learners to have joined the Consilium Evolve School Alumni network via Morrisby and are invited to relevant events. Former learners are invited into school to inspire next generation. 	<ul style="list-style-type: none"> Creation of a careers database/Morrisby to record all individual/group careers engagements with staff CPD to show how to record and access the information. LMI is used to update the Careers Programme and that all learners have access to the latest information to make decisions at key transition points. LMI section of website updated for parents to access. Learners in all Years to be using Morrisby to create their own profile. Every Year 10 and 11 learners and have a 1:1 guidance interview with Careers Advisor (Together for Children) which is quality assured for effectiveness. All 1:1 session to be recorded on Compass + and Morrisby. All Year 11's to record their intended destinations on Morrisby at the start of Half Term 1. Initial learner views on future careers to be collected at induction to the school through the future Skills Questionnaire and recorded in pupil files. All learners have support plans with PFIs recorded. Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days. Alumni information to be recorded on Compass + and regularly updated as required. Former learners/parents to be invited to return to careers related events.
Year two (2026-2027)	<ul style="list-style-type: none"> All careers' activities will be recorded on Morrisby for each learner, with staff being able to access these records across the school. All learners to have created a profile on Morrisby to record their own careers pathways experiences and to be regularly updating these throughout the year. Year 11 students to have joined Alumni network and at least 2 events inviting former learners into school to inspire the next generation. All learners have access to career and labour market information through PSHE lessons, employability lessons, school display, website and Crew time. 	<ul style="list-style-type: none"> Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Embed the use of Morrisby software for learners and staff Staff training so that colleagues can use the Alumni profile to invite former learners into school to support events and in curriculum areas.
Year three (2027-2028)	<ul style="list-style-type: none"> All Year 11 learners to have joined The Alumni network and at least 3 events organised inviting former learners into school to inspire next generation. All learners are updating their careers profile on a termly basis and Morrisby data analysis shows these updates across all accounts. To continue working with a range of local employers to ensure that all learners in Years have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> Ensure that time is built into the Careers programme in PSHE/Employability lessons. Learners can update their profiles on Morrisby and that appropriate staff have relevant CPD training in order to access these profiles to check progress. Each curriculum area is responsible for at least one workplace visit per year and these visits are recorded on Morrisby and on individual profiles.

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling learners to see clear links between their subject learning and the world of work.

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

Year	What will success look like (Targets)? What do we want to achieve?	What actions will we take as a school to achieve these targets?
Year One (2025-2026)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invite relevant partners into school and into lessons to engage with learners. All learners to have visited at least one further education provider by the end of the academic year. Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 learners embark on a work placement during the year and record the experience on Morrisby. Annual Link School Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 learners. The types of employers who attend will reflect LMI. Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses. In collaboration with our NECA appoint an Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year two (2026-2027)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> All Year 10 students to complete a block work placement in summer term. Use Morrisby to record all encounters and activities KS4 Assistant Principal in conjunction with the CEIAG Lead to work with a local university in order to plan opportunities for Year 10 learners to engage with a local university.
Year three (2027-2028)	<ul style="list-style-type: none"> A growing and diverse network of employers, providers and community partners who regularly engage with learners across all key stages. Subject areas embedding meaningful employer collaboration into curriculum plans, enabling learners to clearly articulate how their learning links to future career pathways. Increased learner participation in high-quality encounters with employers and providers, with measurable improvements in learners' career knowledge, confidence and aspiration. 	<ul style="list-style-type: none"> Map existing and potential partners against curriculum needs and priority sectors, ensuring each subject and key stage has relevant employer links. Develop a structured annual programme of employer engagement activities (talks, projects, masterclasses, workplace encounters) codesigned with subject leaders. Provide staff with CPD on effective employer engagement and integrate employer encounter expectations into curriculum planning, tracking and evaluation processes

Targeted Support

The school will work in partnership with Together for Children Sunderland and the Local Authority to identify learners who may require targeted support, particularly those at risk of not engaging with post-16 education, employment, or training pathways. Clear referral processes will be agreed to ensure these learners can access appropriate support from a range of local education, training, and careers services