

Churchill Community College

Careers Strategic Plan

2025 - 2028



Strategic Careers Leader: Dan Laidler

Designated Careers Governor: Ernie Milne

Enterprise Advisor: Tracey Butler, Lomax Training

Churchill Community College's Core Purpose:

Churchill Community College exists to:

1. ...inspire, challenge and support our students to achieve their best possible outcomes and have the widest possible opportunities when they leave school.
2. ...enable our students to form and develop the best possible character traits which allow them to flourish as kind, happy and fulfilled individuals.
3. ...equip, prepare and provide our students with the experiences to actively engage with and make positive contributions in their relationships and communities, both locally and more widely.

Careers Vision Statement:

Our Careers provision is focused around our **explicit ambition for our young people**. We want our **school leavers at 16 and 18 to have a clear destination plan** which is **tailored to their individual needs**. Students will be **prepared for the world of work** from when they join us from year 7, with an **equity of understanding of the different routes** which will enable them to be successful in life.

Current Analysis of Careers Provision

Current Compass+ Score

Gatsby Benchmark	% achieved in latest evaluation 	% achieved in previous evaluation	Indicator 
GB1 - A stable careers programme	100%	-%	→
GB2 - Learning from careers and labour market information	96%	-%	→
GB3 - Addressing the needs of each young person	100%	-%	→
GB4 - Linking curriculum learning to careers	97%	-%	→
GB5 - Encounters with employers and employees	100%	-%	→
GB6 - Experiences of workplaces	100%	-%	→
GB7 - Encounters with further education and higher education	100%	-%	→
GB8 - Personal guidance	100%	-%	→

Last Updated: Nov25

Destination Data Trend

Post-16 Destinations

Churchill Community College leavers pathways	School Leavers 2025	School Leavers 2024	School Leavers 2023	School Leavers 2022	School Leavers 2021	School Leavers 2020	School Leavers 2019
Education	144	159	155	163	156	125	124
Employment (inc. apprenticeships)	14	8	24	9	7	10	12
NEET Available	2	1	0	0	3	0	3
NEET Not Available	0	2	0	2	0	2	1
Training	0	0	4	0	0	0	7
Total	160	170	183	174	166	137	147

Post-18 Destinations

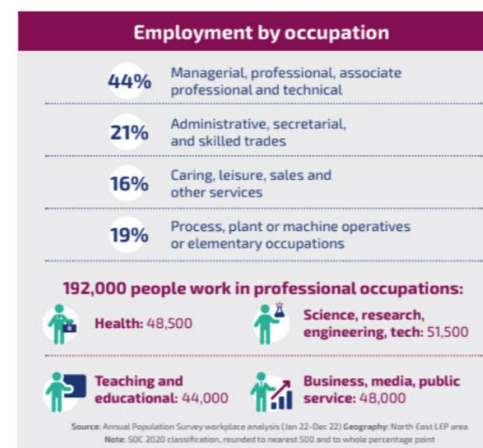
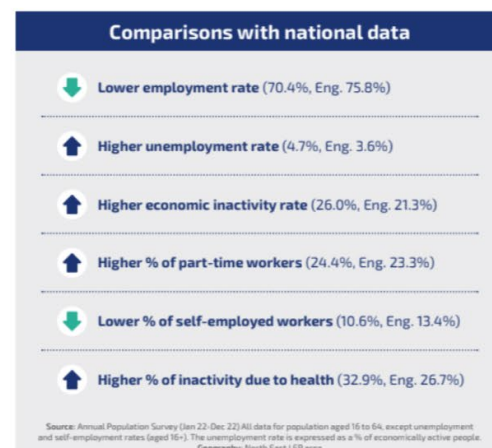
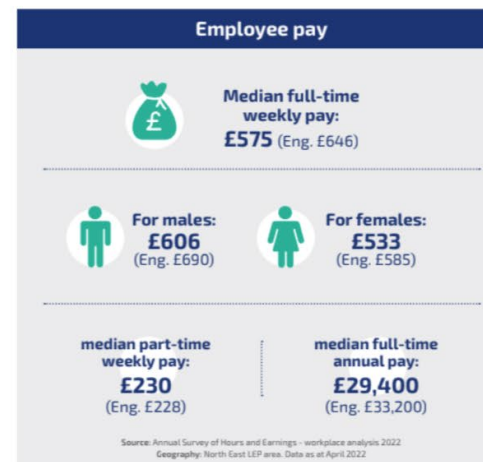
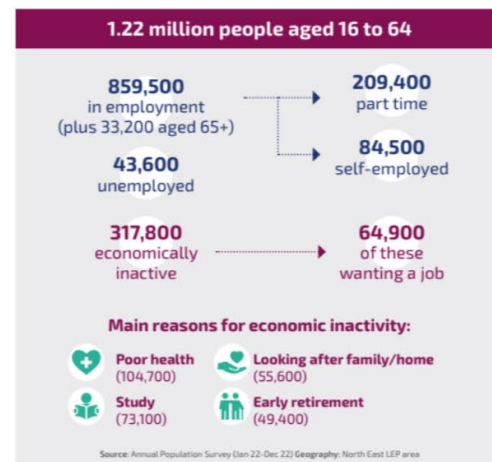
Churchill Community College leavers pathways	School Leavers 2025	School Leavers 2024	School Leavers 2023	School Leavers 2022	School Leavers 2021	School Leavers 2020	School Leavers 2019
University	77%	72%	68%	77%	55%	63%	86%
Apprenticeship	6%	2%	6%	4%	20%	11%	3%
College	3%	4%	4%	0%	6%	5%	0%
Employment/ Training	8%	9%	12%	8%	14%	5%	5%
NEET / No contact	6%	9%	6%	11%	2%	16%	3%
Year 14	0%	0%	0%	0%	0%	0%	3%
Gap Year	0%	4%	4%	0%	2%	0%	0%

[Link to Year-on-Year High Level Destination Data analysis](#)

The North East labour market



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Careers Provision SWOT Analysis.

STRENGTHS	WEAKNESSES
QICS Award maintained for re-accreditation in 21/22 and annually reviewed Jun 23 Working with EDT to renew QICS for 2026. Transport and geographical links Connexions Experience of school staff Extended Careers Team	Engrained mindsets in the community Proximity of TyneMet to the school (students see this as the easy next step) Communication in school between staff (busy / meeting times limited) Transport Costs increasing Work Experience Opportunities for disadvantaged pupils Change in workplace culture post-covid
OPPORTUNITIES	THREATS
Local network including local schools to share resource and opportunities Compass+ to track student activity Online activity - opportunities for guests without barriers and for T&L Employability Skills Learning for Life dedicated CEIAG lessons Tutor Time programme Risk Of NEET Early Interventions North East Learning Trust - Careers in the Aligned Curriculum	Academic only pathways at Churchill Sixth Form Parental influence - family apprenticeships limit aspiration Pupil deprecation is a barrier to accessing online resources Pupil self-motivation is low

Key Strategic Objectives for 2025-6

Based on self-evaluation, the Quality In Careers audit, parent, staff and student voice and tracking in Compass+ and the completion of an Internal Leadership Review (ILR) the following key objectives have been identified:

Strategic Objective 1: Improve the engagement between Churchill Community College and the North East Combined Authority **Enterprise Advisor** network to strengthen the challenge and support provided at Churchill. (ILR 1.7)

Strategic Objective 2: Strengthen the **quality assurance** of the careers impact in the curriculum (BM4) to support the continuous improvement of the careers provision across Churchill Community College. (ILR 2.7)

Strategic Objective 3: Support staff and parents to access, interpret and use **local labour market intelligence** to support students at key transition points in their careers journey throughout and beyond their time at Churchill Community College. (ILR 3.4 & 3.6)

Careers Improvement Action Plan

Strategic Objective	Actions	Success Criteria	Timeframe	Responsible Person	Review
1. Improve the engagement between Churchill Community College and the North East Combined Authority Enterprise Advisor network to strengthen the challenge and support provided at Churchill. (ILR 1.7)	1.1 Establish who our current EA is via the EC and request that they facilitate a meeting between CCC and EA. 1.2 Work with the EC to widen our EA network. 1.3 Map out where our Careers Provision can be further strengthened by the support of the EA.	1.1 CCC has a named EA and a plan of meetings for across the academic year identifying the purpose of those EA meetings. 1.2 The EA and CL agree how the EA will support the careers programme and this is identified on the provision map. 1.3 The careers provision is reviewed by the CL, EC and EA to identify improvements.	By September 26 for academic year 26/27	DLA (CL) David Coe (EC)	

2. Strengthen the quality assurance of the careers impact in the curriculum (BM4) to support the continuous improvement of the careers provision across Churchill Community College. (ILR 2.7)	2.1 Audit the current curriculum to identify where Careers in the Curriculum is included. 2.2 Agree what careers in the curriculum should look like in student books and lessons. 2.3 Working with the Snr DHT and DHT for QofE identify what QA of student books could look like including careers in the curriculum foci.	2.1 There is a clear curriculum map for careers in the curriculum across KS3 – 5 in all subjects. 2.2 There is an agreed school-wide approach to careers in the curriculum and how this is recorded in student books and lesson resources. 2.3 QA documents are amended to reflect careers in the curriculum checks.	By September 26 for academic year 26/27	DLA (CL) DHU (Snr DHT) FNW (DHT)	
3. Support staff and parents to access, interpret and use local labour market intelligence to support students at key transition points in their careers journey throughout and beyond their time at Churchill Community College. (ILR 3.4 & 3.6)	3.1 Identify what LMI is relevant for parents and staff. 3.2 Plan where LMI is shared with staff and parents and include this in a delivery plan. 3.3 Using the FSQ, measure the impact of sharing LMI at transition points.	3.1 There is a clear format of what LMI is shared to staff and parents. 3.2 There is a delivery plan for LMI linked to the school calendar at key transition points including; options evenings, parents evenings and other key opportunities. 3.3 FSQ data shows there is an increased awareness of students around LMI and confidence of using LMI in decision making.	By July 26	DLA (CL) NRE (CA) JTL (AHT 6th Form)	

Churchill Community College Careers Learning Outcomes.

Learning Outcome	KS3 Specific	KS4 Specific	KS5 Specific
Students understand that academic success leads to career opportunities and choices.	Students are aware of the different routes available to them as they choose their options for KS4.	Students make informed decisions about post-16 destinations with an understanding of entry requirements and experience.	Students make informed decisions about life after school based on their career aspiration, entry requirements or experience.
Students relate their pathways to local labour market information when making decisions.	Students are aware that there is a labour market and what it looks like in the North East.	Students know how to use the LMI information to explore careers available to them locally and nationally.	Students are aware of the courses and funding options available both locally and nationally to continue in education.
Students understand the relevance of subject knowledge in relation to the World of Work and the importance of transferable skills.	Students can identify skills that they use across the curriculum and track these skills in relation to the workplace.	Students have the self-awareness to identify transferable skills within themselves and how their curriculum learning develops these.	Students are able to present their own transferable skills when making applications for university and the world of work.