



The Stubbin Wood School Strategic Future Pathways Plan 2025-2028

Vision

Schools Vision Statement:

Future Pathways is our commitment to ensuring every student grows into a confident, as-independent-as-possible young adult with the skills, experiences, and support needed for a meaningful future. Grounded in the four areas of adulthood and shaped by each student's strengths, needs, and family insight, it provides personalised, real-life learning that develops essential life and employability skills through the Skills Builder framework. Our aim is for every learner—whether they communicate through choices or through the people who know them best—to leave school equipped with the abilities and experiences that help them participate, contribute, and thrive in the world beyond school.

Vision for Future Pathways Provision Statement:

Future Pathways will be delivered through a personalised, structured, and responsive programme that ensures every learner accesses careers and preparation-for-adulthood experiences that meet their individual needs, strengths, and aspirations. In line with our commitment to addressing the needs of all students, detailed pen pictures will guide planning, adaptations, and levels of support. These are regularly updated to ensure provision remains closely matched to each learner's profile, across all pathways and learning stages.

Future Pathways will offer a wide range of accessible, real-world opportunities, including Future Pathways weeks and days, enterprise projects, community visits, and Open Doors employer encounters. Students will also access in-house or external work experience, college visits, supported internship visits, and Future Pathways fairs, with all opportunities flexibly designed to suit the full range of learning needs. Activities will be adapted as required to ensure that every learner can participate meaningfully, whether through sensory, experiential, practical, or highly supported approaches.

The Skills Builder framework will underpin skills development across the programme, supporting staff to teach, practise, and track progress in the eight essential life and employability skills. These skills will be embedded within Cornerstones projects and tailored to each student's developmental stage, communication style, and individual learning profile. Regular reflection, parent insight, and ongoing updates to pen pictures will ensure that pathways evolve in response to each learner's growth and changing needs.

Through this approach, Future Pathways provides a coherent, person-centred programme that addresses the needs of all learners across all pathways, offering a wide variety of opportunities that are meaningful, accessible, and empowering for every young person, regardless of their starting point.



Current State

<p>Compass - Current Compass Score:</p>	<p>November 2025</p> <table border="1"> <thead> <tr> <th data-bbox="645 424 1400 451">Gatsby Benchmark</th> <th data-bbox="1411 424 1798 451">% achieved in latest evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 459 1400 486">GB1 - A stable careers programme</td> <td data-bbox="1411 459 1798 486">62%</td> </tr> <tr> <td data-bbox="645 494 1400 521">GB2 - Learning from careers and labour market information</td> <td data-bbox="1411 494 1798 521">88%</td> </tr> <tr> <td data-bbox="645 529 1400 557">GB3 - Addressing the needs of each young person</td> <td data-bbox="1411 529 1798 557">89%</td> </tr> <tr> <td data-bbox="645 564 1400 592">GB4 - Linking curriculum learning to careers</td> <td data-bbox="1411 564 1798 592">73%</td> </tr> <tr> <td data-bbox="645 600 1400 627">GB5 - Encounters with employers and employees</td> <td data-bbox="1411 600 1798 627">88%</td> </tr> <tr> <td data-bbox="645 635 1400 662">GB6 - Experiences of workplaces</td> <td data-bbox="1411 635 1798 662">100%</td> </tr> <tr> <td data-bbox="645 670 1400 697">GB7 - Encounters with further education and higher education</td> <td data-bbox="1411 670 1798 697">90%</td> </tr> <tr> <td data-bbox="645 705 1400 732">GB8 - Personal guidance</td> <td data-bbox="1411 705 1798 732">100%</td> </tr> </tbody> </table>	Gatsby Benchmark	% achieved in latest evaluation	GB1 - A stable careers programme	62%	GB2 - Learning from careers and labour market information	88%	GB3 - Addressing the needs of each young person	89%	GB4 - Linking curriculum learning to careers	73%	GB5 - Encounters with employers and employees	88%	GB6 - Experiences of workplaces	100%	GB7 - Encounters with further education and higher education	90%	GB8 - Personal guidance	100%
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<p>Compass - Priority Benchmarks:</p>	<p>Further work is required on; Gatsby 1 to ensure that careers becomes embedded in the curriculum Gatsby 6 to more stakeholders to access experiences of the workplace</p>																		
<p>Destination Data:</p>	<p>Destination Data 2024/2025</p> <ul style="list-style-type: none"> • College – 8 (Yr 11, 12 & 13) • SWS Post 16 - 12 • Supported Internship - 1 • Social Care - 8 • NEET – 1 • Other – 1 (medical) 																		
<p>LMI - Local and Regional Context:</p>	<p>Growth sectors: Construction, Creative and Design, Digital and ICT Green, Sustainability and the Environment (sourced2ns.startprofile) – Sept 2025</p>																		
<p>Vulnerable Cohorts/Gaps in outcomes</p>	<p>All of our students are considered vulnerable due to the complexity of their needs, which means that not all learners are able to access a traditional careers curriculum. In addition to this, we have 252 students enrolled at Stubbin Wood School, 55.6% of whom are eligible for pupil premium, further highlighting the need for personalised support and equitable opportunities. We closely monitor access, participation, and outcomes to identify and address any gaps, ensuring that every student is supported to explore meaningful future options and move towards a positive adult destination.</p>																		



Strength of Future Pathways Provision SWOT

STRENGTHS

- Termly meetings with an experienced Education and Employment Advisor from EMCCA
- Strong County network and links with CEC
- Strong programme of events / activities
- Compass + completed in conjunction with Careers Hub team
- Reputation of Careers with current stakeholders
- Careers Leader Training applied for
- New discreet curriculum has been created that is inclusive of all pathways
- Scheme of work completed for KS4 and KS5

WEAKNESSES

- Scheme of work needs to be completed for lower key stages.
- New careers leader in place
- Careers in the Curriculum embedded
- Student tracking of their career's experiences
- Impact of events not being fully analysed – impact statements required
- Destinations collected but not analysed in depth to inform whole school strategy
- 1:1 guidance impact and follow up
- Regular audit of future pathways activities across school
- Limited FE/HE visits
- Lack of work experience

OPPORTUNITIES

- More involvement with Subject Leads and SLT linked to Internal Leadership review
- CPD with all staff to ensure their buy in
- Careers Champions across Key stages to support careers lead
- Get parents more involved – invitations to further education visits
- Careers leader to work as a facilitator to ensure 'Future Pathways' is embedded across all curriculum areas.
- SLT to ensure all improvement plans have a Future Pathways focus and monitor in line management meetings
- Students to log their own encounters with employers and work experience
- More opportunities for parent and student voice
- Opportunities to hear from and connect with employers
- In house work experience
- Links with Shirebrook academy

THREATS

- Time & resources
- Learners & parental engagement with Future Pathways
- New Careers Lead
- New curriculum – it needs a strong implementation
- Ofsted – School priority 5



Key strategic objectives

Key Strategic Objectives

1	Ensure ALL curriculum areas have embedded Future Pathways within their area – GB1
2	Develop a work experience programme - GB6
3	Establish a team of Future Pathways champions

Action plan 2025-2028

Objective	Actions (including CPD)	Responsible	Time	Outcomes (Success Criteria)	Progress
1. Embed Future Pathways in the curriculum	<ul style="list-style-type: none"> • Appoint Future Pathways Champions • Update all SOWs to reference Future Pathways curriculum • Future Pathways Leader to support with resources, ideas and networks • Deliver CPD on embedding careers across the curriculum 	Future Pathways Leader Future Pathways Champions SLT Subject Leaders Class Teachers	July 2027	<ul style="list-style-type: none"> • All subjects include at least one clear link per year group • Educational trips include objectives • Future Pathways champions network introduced • Class teachers will be responsible for organising encounters with further education and employers. 	
2. Develop a work experience programme	<ul style="list-style-type: none"> • Map existing employer links by subject • Create Y9 virtual work experience pilot • Develop Y10/Y11 work experience week with local employers • Write risk assessment and guidance documents • Organise student preparation sessions (CV writing, workplace behaviour, safeguarding) • Evaluate placements 	Careers Leader Enterprise Adviser Careers Champions	Pilot Y9: Spring 1 Y10/11 WEX Week: Summer 1 Plan in place and complete by September 2026.	<ul style="list-style-type: none"> • Work experience week delivered for Y10/11 • 90%+ of students complete a placement • Feedback from employers and students shows 80%+ satisfaction • Employer network expanded 	



	with students and employers				
3. Establish a team of Future Pathways champions	<ul style="list-style-type: none"> • Identify and recruit a staff careers champion per subject area/Key Stage • Define roles and expectations (liaising with employers, embedding careers into lessons, feeding back to Careers Leader) • Provide termly CPD/briefings for champions • Create an internal SharePoint area for champions to share resources • Hold half-termly network meetings to share best practice 	<p>Future Pathways Leader</p> <p>SLT</p>	By September 2026	<ul style="list-style-type: none"> • Named champion in each subject/Key stage • Champions regularly attend network meetings • Evidence of careers references in curriculum audits • Staff confidence in careers education improves (survey) 	



Gatsby BM	Definition	KS3 Cycle A	KS3 Cycle B	KS3 Cycle C	KS4 Cycle A	KS4 Cycle B	KS5 Cycle A	KS5 Cycle B	KS5 Cycle C
1 – A stable careers programme	A stable, well-sequenced careers programme that is understood by students, parents, teachers, and governors	<p>Our careers programme is now known as Future Pathways, reflecting the diverse needs, aspirations, and starting points of our learners. Future Pathways is built around the four key aspects of Preparation for Adulthood: employment, independent living, community inclusion, and health & wellbeing. These areas provide a clear and consistent structure for developing the knowledge, skills, and experiences our students need as they move towards adult life. Pupil and parent voice play a central role in shaping these pathways, ensuring that the curriculum remains relevant, aspirational, and responsive to each learner's strengths, interests, and long-term goals.</p> <p>Alongside this, we use the Skills Builder framework to systematically teach and develop the eight essential skills—listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, and teamwork. Embedding Skills Builder across the programme ensures that all students make consistent progress in the core employability and life skills required for adulthood, regardless of their starting point. Students reflect on their own Skills Builder progress, and parents contribute their insights during reviews, helping us to build a clear picture of each learner's developing strengths.</p> <p>The programme is tailored to each student's pathway, ensuring that the level of support, challenge, and opportunity is appropriate and personalised. As a result, Future Pathways does not look the same for every learner; instead, it is designed to be flexible and responsive to individual needs, with Skills Builder supporting a structured yet adaptable progression. Regular pupil and parent feedback helps refine individual pathways, ensuring the provision remains aligned with personal aspirations and evolving needs.</p> <p>Future Pathways is taught discretely through each Cornerstone project, enabling students to contextualise learning within meaningful, real-world themes. This includes enterprise activities, practical life-skills such as cooking and money management, and exposure to a wide range of careers linked directly to the Cornerstones topics. Skills Builder skills are explicitly taught, practised, and applied within these activities, giving students repeated opportunities to embed essential employability skills in authentic contexts. Students' interests and ideas often help shape enterprise themes and project directions, and parents are invited to share feedback on how skills translate into home life, strengthening the link between learning and real-world application.</p> <p>Through this integrated, person-centred, and skills-focused approach, students develop an understanding of employment possibilities, build essential preparation-for-adulthood skills, and gain experiences that help them make informed choices about their future. By valuing pupil and parent voice throughout the process, Future Pathways remains dynamic, inclusive, and genuinely reflective of each learner's ambitions.</p>							
2 – Learning from career and labour	Students should have access to and understand information	Awareness & Early Skills Development	Exploring Sectors & Building Skills	Linking Strengths, Skills & Pathways	Experience & Real-World Skills	Preparing for Transition Decisions	Personalised Pathway Building	Deep Experience & Application	Transition Into Adulthood



market information	about different career paths and the labour market.	LMI focus: Jobs around us Skills Builder focus: Foundation skills for communication and collaboration	LMI focus: Different industries and where they are Skills Builder focus: Applying basic problem-solving and creative thinking	LMI focus: “Which jobs are growing?” Skills Builder focus: Motivation, resilience, goal setting	LMI focus: Workplace expectations & sector growth Skills Builder focus: Leading teams, solving problems in real settings	LMI focus: Using information to inform next-step choices Skills Builder focus: Self-advocacy, confidence in transitions	LMI focus: Understanding realistic job entry routes Skills Builder focus: Complex problem-solving in real-world tasks	LMI focus: Real local job opportunities and requirements Skills Builder focus: Building independence and workplace readiness	LMI focus: Informed decisions for adulthood Skills Builder focus: Independence, self-management, and self-advocacy
3 – Addressing the needs of each pupil	Careers guidance should be tailored to meet the individual needs of all students.	Parent and Pupil Voice Pen Pictures	Parent and Pupil Voice Pen Pictures	Parent and Pupil Voice Pen Pictures	Independent careers advisor Parent and Pupil Voice Pen Pictures	Independent careers advisor Parent and Pupil Voice Pen Pictures	Independent careers advisor Parent and Pupil Voice Pen Pictures	Independent careers advisor Parent and Pupil Voice Pen Pictures	Independent careers advisor Parent and Pupil Voice Pen Pictures
4 – Linking curriculum learning to careers	Connecting classroom subjects to real-world jobs and career opportunities to motivate students.	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects	Future Pathways weeks/days Enterprise Projects
5 – Encounters with employers and employees	Providing opportunities for young people to interact with people working	Community visits Open Doors – employer	Community visits Open Doors - employer	Community visits Open Doors - employer	Community visits Open Doors – employer	Community visits Open Doors – employer	Community visits Open Doors – employer	Community visits Open Doors-employer	Community visits Open Doors – employer



	in various sectors.	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days	visits/ encounters Future Pathways weeks/days
6 – Experiences of workplaces	Offering first-hand experience of different work environments.	In house WeX through enterprise project	In house WeX through enterprise project	In house WeX through enterprise project	Yr 10 WeX Summer term	In house &/or External WeX	In house &/or External WeX Supported or Independent	In house &.or External WeX Supported or Independent	In house &/or External WeX Supported or Independent
7 – Encounters with further and higher education	Providing encounters with universities and other education providers.	Open days at college & universities Bespoke visits arranged if appropriate	Open days at college & universities Bespoke visits arranged if appropriate	Open days at college & universities Bespoke visits arranged if appropriate	Open days at college & universities Bespoke visits arranged if appropriate	Open days at college & universities Bespoke visits arranged linked to destination planning.	Open days at college & universities Bespoke visits arranged if appropriate. This includes social care providers	Open days at college & universities Bespoke visits arranged if appropriate. This includes social care providers	Open days at college & universities Bespoke visits arranged linked to destination planning This includes social care providers
8 – Personal Guidance	Delivering careers guidance from qualified professionals to help students make informed choices.	Future Pathways Fairs	Future Pathways Fairs	Future Pathways Fairs Y9 1:1 Guidance	Future Pathways Fairs	Future Pathways Fairs Independent Qualified Careers Advisor Y11 1:1 Guidance	Future Pathways Fairs Independent Qualified Careers Advisor	Future Pathways Fairs Independent Qualified Careers Advisor	Future Pathways Fairs Independent Qualified Careers Advisor Y14 1:1 Guidance

