



# MEPA ACADEMY

## CAREERS IMPACT SYSTEM MAPPING

The Careers Impact System follows six themes, directly linked to the Gatsby Benchmarks. The Careers Impact System is a step-by-step staged and integrated approach to improving and assuring quality in the careers system, with peer and expert support all the way through

THEME	SUB CRITERIA	MEPA ACADEMY ACTIONS / EVIDENCE
Theme 1 Careers Leadership, vision and intent, and planning for development (Benchmark 1)	1.1 Careers leadership and distributed leadership of careers	<ul style="list-style-type: none"> <li>Lewis Muir is the Careers Leader and member of SLT, line managed by Principal Mandy Ellen.</li> </ul>
	1.2 Leaders' vision and intent for careers	<ul style="list-style-type: none"> <li>Careers provision is integral to the Academy's mission of preparing students for careers in performing arts and beyond. The leadership supports a bespoke careers pathway tailored to student aspirations.</li> </ul>
	1.3 Strategic careers planning	<ul style="list-style-type: none"> <li>Careers education is mapped throughout all year groups with milestones, linked to Gatsby Benchmarks. Annual planning cycles review careers delivery effectiveness.</li> </ul>
	1.4 Strategic leadership of careers	<ul style="list-style-type: none"> <li>Careers strategy is championed at SLT level by Lewis Muir and embedded across subject areas through regular updates and staff meetings.</li> </ul>
	1.5 Support and challenge from governance	<ul style="list-style-type: none"> <li>Careers is regularly reported to governors, who review outcomes including destinations and stakeholder feedback.</li> </ul>
	1.6 Engagement with the national Careers Hub network and other careers networks	<ul style="list-style-type: none"> <li>The Careers Leader participates in local careers network meetings and engages with national guidance and CPD offers.</li> </ul>
	1.7 Effective engagement with an Enterprise Adviser(s)	<ul style="list-style-type: none"> <li>MEPA Academy collaborates with an Enterprise Adviser from the local Careers Hub who provides external insights and challenges careers strategy.</li> </ul>
Theme 2 Addressing the needs of all learners and	2.1 Development of progressive careers learning journeys	<ul style="list-style-type: none"> <li>Careers education is scaffolded from Years 7 to 11, building in complexity and personalised pathways.</li> </ul>

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impact evaluation (Benchmarks 1 and 3)	2.2 Addressing the needs of all learners	<ul style="list-style-type: none"> <li>Careers sessions are differentiated for SEND students, and targeted 1:1 sessions are available to support individual plans.</li> </ul>
	2.3 Effective use of recording systems	<ul style="list-style-type: none"> <li>Careers interactions and guidance meetings are recorded using internal systems and regularly reviewed.</li> </ul>
	2.4 Careers impact evaluation: Destinations data	<ul style="list-style-type: none"> <li>Destination data is available on the website: <a href="#">Post-16 Destinations</a>.</li> </ul>
	2.5 Careers impact evaluation: Learner perception	<ul style="list-style-type: none"> <li>Feedback is collected after key events, 1:1 sessions, and work experience; this data informs improvements.</li> </ul>
	2.6 Careers impact evaluation: Stakeholder voice	<ul style="list-style-type: none"> <li>Parent/carer views are collected at information evenings, and employer feedback is collected after engagement activities.</li> </ul>
	2.7 Careers impact evaluation: Quality assurance	<ul style="list-style-type: none"> <li>Annual careers reviews benchmark against Gatsby, with feedback loops and improvement plans generated accordingly.</li> </ul>
Theme 3 Understanding of labour market information (LMI) and future pathway options (Benchmarks 2 and 7)	3.1 Learner understanding of what LMI is and how to make effective use of it	<ul style="list-style-type: none"> <li>LMI is embedded into PSHE and guidance sessions, including trends in performing arts, apprenticeships, and HE.</li> </ul>
	3.2 Learner understanding of all routes available to them at key transitions	<ul style="list-style-type: none"> <li>Pathways including A-levels, BTECs, dance conservatoires, and apprenticeships are covered through assemblies and meetings.</li> </ul>
	3.3 Supporting learners to challenge misconceptions and stereotypes	<ul style="list-style-type: none"> <li>Sessions explicitly discuss gender stereotypes in performing arts and promote inclusive role models.</li> </ul>
	3.4 Parent and carer understanding of what LMI is and how to make effective use of it	<ul style="list-style-type: none"> <li>Information evenings and newsletters share LMI insights and links to useful resources.</li> </ul>
	3.5 Parent and carer understanding of all routes available to learners at key transitions	<ul style="list-style-type: none"> <li>Year 10 and 11 Parent Information Evenings include guidance on all progression routes.</li> </ul>
	3.6 Staff understanding of all routes available to learners at key transitions	<ul style="list-style-type: none"> <li>CPD for staff includes updates on qualifications, LMI, and transitions guidance.</li> </ul>
	3.7 Effective provider engagement	<ul style="list-style-type: none"> <li>Providers such as performing arts colleges and FE institutions attend academy events or engage virtually.</li> </ul>
	3.8 Effective use of success stories	<ul style="list-style-type: none"> <li>Alumni stories are shared on the website: <a href="#">Alumni</a> and in careers lessons to inspire students.</li> </ul>

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Theme 4 Linking curriculum learning to careers (Benchmark 4)	4.1 Careers education	<ul style="list-style-type: none"> <li>Careers is embedded in PSHE and across the curriculum; students explore how learning links to career options.</li> </ul>
	4.2 Staff highlighting the relevance of their subjects and making links from the curriculum	<ul style="list-style-type: none"> <li>Subject teachers explicitly discuss real-world applications of their topics, particularly within performing arts.</li> </ul>
	4.3 Staff learning and development to support understanding of Labour Market Information (LMI) and pathways, to inform careers in the curriculum	<ul style="list-style-type: none"> <li>INSET days include sessions on careers, pathways, and understanding national changes in qualifications.</li> </ul>
	4.4 Learner skills development	<ul style="list-style-type: none"> <li>Students build transferable skills such as teamwork, creativity, and communication, tracked through curriculum delivery.</li> </ul>
Theme 5 Encounters with employers/employees and experiences of the workplace (Benchmarks 5 and 6)	5.1 Effective employer engagement	<ul style="list-style-type: none"> <li>Students attend <i>Move It</i>, a major event showcasing colleges and employers in the arts sector.</li> </ul>
	5.2 Meaningful encounters with employers	<ul style="list-style-type: none"> <li>Visiting professionals, workshops, and Q&amp;A sessions with working performers and technicians are held regularly.</li> </ul>
	5.3 Meaningful experiences of the workplace	<ul style="list-style-type: none"> <li>Year 10 students complete a week-long work experience. In 2024, 100% participated; in 2025, 86% participated (1 missed due to illness).</li> </ul>
Theme 6 Personal guidance (Benchmark 8)	6.1 Engagement with personal guidance	<ul style="list-style-type: none"> <li>Year 11 students meet individually with the Careers Leader. Parents are informed during Year 10 and 11 Info Evenings.</li> </ul>
	6.2 Meaningful approach to personal guidance	<ul style="list-style-type: none"> <li>Guidance is tailored to student aspirations and prior experience, especially within performing arts.</li> </ul>
	6.3 Personal guidance resourcing	<ul style="list-style-type: none"> <li>Careers Leader provides 1:1 sessions, with time built into the curriculum to support this.</li> </ul>