

Data Informed Careers Practice – Reflective Worksheet

Use this worksheet to consider your current use of data and plan your next steps.



Theme 2 Addressing the needs of all learners and impact evaluation (Benchmarks 1 and 3)				
2.2 Addressing the needs of all learners	Data and information about vulnerable and targeted groups/learners (e.g. those at risk of under achievement, disengagement, and/or NEET, LAC, FSM, or higher ability learners) is shared with the Careers Leader.	Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to personalise careers guidance provision.	Data and information about vulnerable and targeted groups and cohort level attendance, behaviour, progress data, FSQ and the RONI are analysed by relevant colleagues (e.g. SENCo, Careers Leader, designated teacher and pastoral leads, etc.) to differentiate careers-related learning, personal careers guidance, encounters with employers and workplace experiences.	There is evidence of impact-led and data-driven differentiated careers education, advice and guidance for identified vulnerable cohorts. Impact evaluation of intervention and support for vulnerable groups/learners informs whole school or special school development planning and reporting.
2.3 Effective use of recording systems	Recording systems (e.g. Compass+) are used to capture careers activities and to track intended and actual destinations.	Recording systems are regularly updated to: - record and evaluate activities - record intended and actual destinations data for all learners.	Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the careers provision and to inform continuous improvement and planning of careers.	Up-to-date information from recording systems and related data on all learners is used by Careers Leader, the senior leadership team and governors to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation and reporting.

1. Identifying Your Data Sources

Data Type	Where is this data held?	Currently used? (Y/N)	How is it used?	Could this be used better?
Attendance				
Behaviour				
Attainment				
SEND				
Disadvantaged				
Student Voice				
Destinations				

LMI				
Other				

2. Using CEC Tools

Consider how you currently use the following tools and how they could strengthen your practice:

Tool	Currently used for	What insights does it give?	Next steps / development
Benchmark Evaluation			
Internal Leadership Review			
Future Skills Questionnaire			
OnTrack+			
My Child's Future			

Activity Reporting			
Learner Reports			

3. Turning Data into Action

For each area below, outline how data informs your practice:

Area	What data do you use?	What actions do you take?
Targeting students		
Planning programme		
Interventions		
Evaluation of impact		

4. Who do you need to involve?

Identify key stakeholders who hold data or support delivery:

Role / Person	What data or support do they provide?	How will you engage them?
SLT		
Data Manager		
SENDCo		
Pastoral Team		
Employers		
Parents/Carers		
Link Governor /Trustee		

Other		
-------	--	--

5. Key Priorities Moving Forward

Based on your reflections, identify 3 key actions you will take: