

OnTrack+

Practice Guide for schools and specialist settings

OnTrack+ is an early insight feature which helps educators to identify emerging support needs for learners in Years 7-11, strengthening sustained learner engagement and post-16 transition.

OnTrack+ Practice Guide

This practice guide is designed to help schools and specialist settings embed a process for identifying learners who may require responsive, targeted, or personalised support using OnTrack+ within Compass+ as a diagnostic tool. The aim is to enable early planning of interventions that meet individual needs, while also supporting the identification of those at potential risk of becoming NEET (not in education, employment or training). Practical technical support is available through the Help Centre to ensure effective implementation.

How you apply this practice guide and how you use tools such as OnTrack+ should be driven by your setting's approach to identifying learners who may need responsive, targeted, or personalised support from the careers provision. This process also enables early identification of those at potential risk of becoming NEET, so interventions can be planned effectively, providing additional support and information for learners and their parents and carers.

A note on this practice guide

This practice guide is informed by insights from a Test & Learn research forum involving a pilot cohort of schools and specialist settings that trialed the OnTrack+ feature within Compass+. The forum gathered evidence and feedback from Careers Leaders who have been using the feature since the beginning of the 2025–26 academic year.

Quotes throughout this practice guide are drawn from Careers Leaders who participated in the forum and reflect their experiences of using OnTrack+ to strengthen early identification, mobilise colleagues, and coordinate interventions.

Help Centre for functional guidance

Visit the Compass+ [Help Centre](#) to view a range of Help Centre articles designed to help you use OnTrack+ with confidence.

“(On Track+) has changed how we identify and support students at risk of NEET. Previously, identification relied heavily on anecdotal evidence or late-stage indicators. This feature provides a proactive, data-driven approach, allowing us to intervene earlier and personalise support, whether that’s careers guidance, mentoring, opportunities that arise or additional academic help. [We also use it to] monitor progress and adjust strategies based on real-time data.” Careers Leader OnTrack+ pilot

“(OnTrack+) has raised the profile of careers within the school. It is now seen as central to supporting our most vulnerable learners and shaping whole-school provision.” Careers Leader, OnTrack+ pilot

Learner Identification and GDPR

Using the OnTrack+ feature within Compass+ responsibly

OnTrack+ is designed to help identify learners who may need responsive, targeted, or personalised support. It acts as a professional decision support tool to inform planning and interventions, while also enabling early identification of those at potential risk of becoming NEET. This feature should complement staff expertise and contextual knowledge and must never be treated as a standalone or automated decision making solution.

Use of OnTrack+ should be explicitly aligned to your school or specialist setting's wider data strategy, safeguarding approach, and established principles for the ethical, proportionate, and transparent use of learner data.

Data protection, governance, and compliance

The use of OnTrack+ involves additional processing of learners' personal data. Schools and specialist settings should therefore consider whether this requires updates to existing policies, procedures, and Records of Processing Activities (RoPA).

In addition to the roles outlined elsewhere in this guidance, we strongly recommend the explicit involvement of the Data Protection Officer (DPO) in decisions relating to the use of OnTrack+, particularly where data may be accessed across teams or shared beyond the individual institution.

The DPO should be actively involved in:

- Reviewing data processing decisions associated with OnTrack+.
- Conducting or advising on Data Protection Impact Assessments (DPIAs).
- Confirming whether institutional policies, procedures, privacy notices, and records require updating.
- Providing assurance that any data sharing (including strategic external data sharing, where applicable) is lawful, proportionate, and transparent.

Involving the DPO helps ensure that data access is restricted to appropriate and authorised roles, that learners' rights to privacy are upheld in line with UK GDPR, and that organisations can demonstrate accountability for how learner data is used.

[Visit the Help Centre to access the OnTrack+ feature guidance](#) and share with your Data Protection Officer to confirm it aligns with your setting's data-processing arrangements, then tick the confirmation box in Compass+.

Professional judgement and moderation

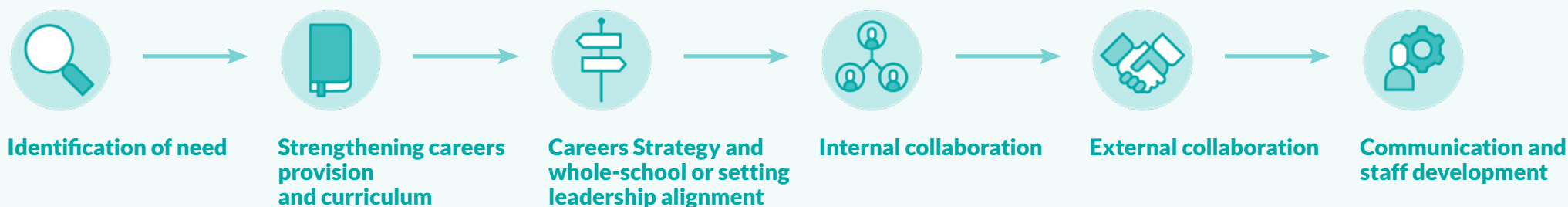
OnTrack+ is intended to inform professional judgement, not replace it. The Careers & Enterprise Company has designed the feature to reduce the risk that it could be used for uninformed profiling and automatic decision making, but the risk of such abuse of the data cannot be entirely removed. We strongly recommend that all outputs should be reviewed and, where appropriate, moderated by relevant colleagues with knowledge of the learner and local context. We strongly recommend that implementation of OnTrack+ is undertaken in accordance with your institution's established data policies and procedures. Consultation with the DPO and completion of a DPIA can support this process. Completing and remaining aware of these compliance checks help to achieve ensure that decisions informed by OnTrack+ which are fair, transparent, proportionate, evidence-based and firmly rooted in the best interests of the young people affected.



Using this Practice Guide

Step 1: Review the careers provision in your setting and select the statement that best reflects current practice in your education setting.

Step 2: Access the relevant section of guidance to support practice in the following areas:



Each section includes:

- › Core actions to consolidate and develop practice
- › Signposting to relevant resources and support
- › Tailored guidance on specific features of Compass+
- › Inspiration and case studies showcasing effective approaches
- › Reflective questions to encourage continuous improvement

How does your school or setting currently identify, support, and track progress for learners who may need extra help, including those at risk of becoming NEET?

Review the four statements below and choose which best fits your setting.

Access relevant guidance by selecting your chosen statement.

This activity is an element of a wider **Careers Impact internal leadership review**. To find out more about undertaking an internal leadership review, [click here](#).

Statement 1

Building Stage: Universal careers provision with limited use of learner-level data

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 occasionally shared with or by the Careers Leader. Relevant colleagues are aware of external partners and support (e.g. local authority contacts, external agencies and provider partners).

[Go to relevant practice guide >](#)

Statement 2

Targeted Stage: Building awareness and using data to inform careers provision

The Careers Leader regularly receives, shares, and uses learner-level data (e.g., indicators in Compass+ OnTrack+) to shape careers activities for cohorts who may need responsive, targeted, or personalised support. Interventions are planned for learners at risk of disengagement, with early identification of those who may also be at risk of becoming NEET. Relevant colleagues collaborate to explore how careers can contribute to improved outcomes and inclusion, and regularly liaise externally (e.g., with local authority and provider partners) to strengthen support pathways.

[Go to relevant practice guide >](#)

Statement 3

Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Relevant colleagues (e.g., SENCO, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, senior leaders) collaborate to systematically share and analyse multi-layered data (e.g., OnTrack+, attendance, behaviour, progress, Future Skills Questionnaire). This enables a proactive approach to identifying learner needs and planning responsive, targeted, or personalised support. Careers provision is responsive, offering personalised guidance, meaningful employer encounters, and tailored workplace experiences for vulnerable cohorts and individuals. As part of this process, colleagues also build capacity to recognise patterns that may indicate future disengagement or risk of NEET ensuring interventions are timely and integrated. Strategic collaboration with external partners, such as local authorities and providers, strengthens pathways and supports continuous improvement.

[Go to relevant practice guide >](#)

Statement 4

Strategic Stage: Systematic data sharing and whole-school/ setting NEET prevention strategic approach

Leaders and relevant colleagues (including the Careers Leader) use multi-layered insights and data within a regional strategic approach to plan, deliver, and continuously improve targeted careers provision. Careers is embedded in the school or specialist setting's strategy to address disadvantage, raise aspirations, and improve outcomes. Senior leaders ensure systems link curriculum, pastoral, and inclusion approaches so that vulnerable learners receive personalised guidance, multiple meaningful encounters, and tailored work experiences through joint planning. Evaluation of interventions—focused on meeting learner needs and inclusion priorities and including early identification of those at potential risk of becoming NEET—feeds into whole-school or setting planning and strengthens collaboration with external partners such as local authorities and providers.

[Go to relevant practice guide >](#)

Statement 1:

Building Stage: Universal careers provision with limited use of learner-level data

This practice guide is designed for settings at the building stage. It aims to support educational settings to advance beyond universal careers provision by systematically collecting, sharing, and using data to make careers provision more responsive. It encourages early identification of learners who may benefit from additional support, ensuring that every learner experiences a consistent, high-quality careers journey. It also lays the groundwork for purposeful collaboration with external colleagues and partners to enhance opportunities and interventions for learners who may benefit from targeted and personalised support.

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 at best occasionally shared with the Careers Leader. Relevant colleagues are aware of external partners and support (e.g. provider local authority contacts and provider partners).



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Identifying need

Core action

- » **Use automated and manual indicators within OnTrack+, as part of a wider approach to systematically identify learners across Key Stage 4 (and Key Stage 5 where relevant) who may require responsive, targeted, or personalised support. This process also enables early recognition of those who could be at risk of becoming NEET, ensuring interventions are timely and integrated, for both learners and their parents/carers.**
- » **Review OnTrack+ distribution and prevalence reports and highlight key patterns or trends to SLT and other relevant colleagues. This serves as the initial step to surface potential needs and inform targeted support planning.**

“It has been useful in identifying learners, especially in Years 7-9.”
Careers Leader, Compass+ OnTrack+ Feature pilot

Signpost

OnTrack+ Understand how OnTrack+ supports identification of need via our [Help Centre](#).

“Using standard and manual indicator tools was helpful. It changed our system as we were able to bring multiple factors into the identification process more easily rather than just data. [We used OnTrack+] to cross-reference between students with certain combinations of indicators to inform interventions, e.g. young carers who are also persistently late or persistently absent. [We also] used OnTrack+ to add students who had had multiple school moves, and this was useful to forward to the pastoral team for progress check on those learners.”

Careers Leader, OnTrack+ pilot

Reflective questions

Identifying learner need

- ? How will manual risk factors be added to complement automated indicators?
- ? Which learner needs are the initial focus, and how will intended outcomes guide decisions?

Access to and effective use of data

- ? Who needs access to OnTrack+ and cohort dashboards to spot learner needs early?
- ? Do data processing and information sharing arrangements need to be reviewed to support this?
- ? Where will OnTrack+ analysis begin, and how often will reviews take place to enable early intervention?

Tracking, action and joined up systems

- ? How will flagged needs be shared with SLT, Heads of Year, SENCo and pastoral teams?
- ? How will actions be recorded, monitored and followed up?

Parental engagement

- ? How will these insights inform additional support for, or engagement with, parents & carers?



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Identifying need

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+ feature - Reports	Review the Distribution and Prevalence reports to gauge high priority areas.	Accessing the Distribution and Prevalence Reports
OnTrack+ feature - Manage OnTrack+ Record	<ul style="list-style-type: none"> › Optimise the use of automated and manual indicators to create the most informed learner profile. › Sort and filter OnTrack+ data to identify patterns and trends and assess need. › Easily create custom groups to simplify assigning risk of NEET support activities. 	Manage OnTrack+ Record Recording manual indicators and flagging for intervention from OnTrack+ Viewing learners' data Creating Custom groups from OnTrack+
Activities - Activities Reporting	Monitor and track attendance to assigned risk of NEET support activities.	Activities Reporting in Compass+
Future Skills Questionnaire - FSQ data visualisations	<ul style="list-style-type: none"> › Use the Summary Report to highlight key negative response areas by year group, assess the impact of these areas increasing the likelihood of risk of NEET and plan how to increase positivity. › Use the Detailed report, SEND report or Custom Reporting to identify confidence levels and need down to individual learner level to assess need and inform targeted support planning. 	Future Skills Questionnaire data visualisations
Future Skills Questionnaire - Custom Reporting	Assess learners' interests and pathway knowledge and ambitions to inform targeted support planning.	Future Skills Questionnaire Custom Reporting
Learner Profile - Interests and Destinations	Record destinations data e.g., as part of your personal guidance processes, then utilise the Destinations Data excel download to review trends and patterns to inform targeted support planning.	Learner Profile - Interests and Destinations tab



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Strengthening careers provision and curriculum

Core action

- » **Agree a set of universal careers learning outcomes for all learners.**
- » **Use learners flagged for intervention from OnTrack+ as a starting point for initial targeted activities (e.g., FE visits, work experiences).**
- » **Support subjects to highlight relevance of their curriculum to skills and careers.**
- » **Begin mapping internal transition support for flagged learners (e.g., pastoral and careers check-ins).**
- » **Map support for parents and carers of flagged learners, aligned to the agreed careers learning outcomes.**

Signpost

Learning Outcomes and Gatsby Benchmark 1: This [resource](#) suggests a set of learning outcomes that could underpin your universal careers provision.

Careers Learning Journeys: This [guidance](#) provides Careers Leaders with steps to map and enhance their current careers provision that is underpinned by learning outcomes to support learners to make aspirational and informed decisions, make effective and sustained transitions and to develop career readiness skills.

This [CPD](#) supports a strategic approach to the delivery of targeted, integrated and progressive parental engagement in careers education.



“(OnTrack+)has helped me raise the profile of careers provision by identifying at risk of NEET much sooner. As a result of using (OnTrack+), our NEET practice will change; we plan to start 1-1 intervention much sooner for identified learners. We can now tailor career activities more effectively towards certain individuals, to ensure the career activity is tailored towards individual need. An example, we are planning on running college taster visits for year 9 at-risk of NEET learners, in the hope we can engage them much sooner. The possibilities are endless; we can look at university visits to raise social mobility or even increasing work experience opportunities for those who need it most.”

Careers Leader, OnTrack+ pilot

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Strengthening careers provision and curriculum

Reflective questions to drive next steps

Career learning outcomes and curriculum alignment

- ? What should universal careers learning outcomes include to prepare all learners for next steps?
- ? How do these outcomes align with Gatsby Benchmarks and the wider curriculum intent?

Targeted provision and personalisation

- ? How can information about learners flagged for additional support in OnTrack+ be used to plan targeted careers and transition activities (e.g. FE visits, work experience) to improve engagement?
- ? Which careers activities best support learners in achieving identified outcomes at different key stages?

Transitions and destinations

- ? How does transition support align with agreed careers learning outcomes?
- ? As transition points approach, what introductions or information sharing can be arranged with follow on providers?

Parental engagement

- ? At what stages could additional support be offered to parents & carers of identified learners to encourage positive and informed conversations at home?

Impact evaluation and continuous improvement

- ? How is the impact of universal careers provision against agreed learning outcomes currently tracked?
- ? How can data on learners flagged for additional support in OnTrack+ inform the design of targeted careers and transition activities that respond to individual needs, improve engagement, and demonstrate measurable impact on learners' confidence and progression?



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Strengthening careers provision and curriculum

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Agree maturity levels and key priority areas with SLT and key colleagues to strengthen clarity on careers provision, its influence and impact on whole school/setting priorities and the learning outcomes for all learners.	Overview - Internal Leadership Review How to access the internal leadership review on Compass+
Manage OnTrack+ Record	Filter OnTrack+ data to view learners flagged for additional support and use this as a starting point for tailoring and strengthening activities that meet individual needs. This process also enables early recognition of patterns that may indicate future disengagement or potential risk of NEET, ensuring interventions are timely and integrated.	Manage OnTrack+ Record
Learner Profile	Record OnTrack+ notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET.	Recording manual indicators and flagging for intervention from the Learner Profile
Future Skills Questionnaire - FSQ Data visualisations	Use FSQ data and analysis of learners interests and skills levels to support teachers with curriculum design and highlighting relevance of their curriculum to skills and careers.	Future Skills Questionnaire data visualisations
Careers Partners	<ul style="list-style-type: none"> › Record internal and external contacts in your Careers Partners database for easy access and clarity on who can support your careers programme and in what capacity. › Use Advanced Search collaboratively with colleagues to link key contacts to curriculum areas, strengthening careers in the curriculum and increasing relevance and engagement particularly for learners who may need additional support. › Apply Advanced Search to tailor opportunities for individual learners, connecting them with alumni or partners in industries of interest. This helps personalise guidance and experiences, while also supporting early identification of learners who could be at risk of disengagement or becoming NEET. 	Adding Careers Partners directly into Compass+ Adding Careers Partners into Compass+ using the Careers Partners Upload template Careers Partners advanced search functionality
Learner Profile	Record when a personal guidance meeting has been completed and download reports to ensure learners who require responsive or targeted support are prioritised. This process also helps identify those who may be at risk of disengagement or becoming NEET, enabling timely and personalised interventions.	Learner Profile - Activities tab
Learner Reporting - Left Learners	Review destination data from previous years to understand patterns and trends and inform activities required to strengthen learners securing pathways that are right for them with successful transition.	Learner Reporting - Left Learner List

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Aligning careers strategy and whole-school/setting leadership

Core action

- » **Brief senior leaders and governors**
Share high-level insights on flagged learners (e.g., those at risk of NEET, LAC, FSM, higher ability) and outline current or planned interventions. Position careers as a lever for inclusion and improved outcomes.
- » **Develop a strategic careers plan**
Create a documented careers development plan that aligns with whole-school/setting priorities, safeguarding, and inclusion and parent & carer engagement strategies. Ensure NEET prevention is explicitly addressed within the plan.
- » **Clarify roles and responsibilities**
Define how SLT, governors, and key staff (e.g., SENCO, pastoral leads) contribute to careers strategy implementation and monitoring.
- » **Establish reporting routines**
Agree on termly updates to SLT and governors on careers progress, learner outcomes, and impact of targeted interventions.
- » **Plan how to articulate and evidence careers impact for Ofsted and external assurance.**

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

Strategic Careers Planning: This [resource](#) helps Careers Leaders create a strategic careers plan.

Ofsted: This [guide](#) is designed to support education leaders and Careers Leaders by highlighting key changes in Ofsted's approach to inspecting careers from November 2025.



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Aligning careers strategy and whole-school/setting leadership

Reflective questions to drive next steps

Strategic positioning of careers and inclusion

- ? How is careers currently positioned within whole-school or specialist setting priorities, and how could its role in supporting inclusion, meeting learner needs, and reducing the risk of disengagement or NEET be strengthened?
- ? How could leaders be encouraged to see careers provision as a key part of improving learner outcomes?

Effective use of data

- ? To what extent is learner-level data (e.g. OnTrack+ insights) being used to inform decisions about careers activities and interventions?
- ? How consistently are insights about vulnerable learners being shared with senior leaders and governors?
- ? In what ways could deeper analysis of learner-level data demonstrate the strategic value of careers provision in improving outcomes, and how can these insights be used to secure stronger leadership buy-in and prioritisation?

Evidence of impact and continuous improvement

- ? What evidence do you currently have that shows the impact of your targeted careers interventions on learners who need extra support, including those at risk of becoming NEET, and how could this be strengthened for leadership reporting and improvement?



“We have a strategic careers plan. NEET prevention has its own section and action plan.”

Careers Leader, OnTrack+ pilot

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	<ul style="list-style-type: none"> › Review the Careers Impact Maturity Model with SLT, governors and other key colleagues to highlight strengths and priority areas and gain a clear focus and understanding on the vision and strategic objectives for vulnerable and targeted groups/learners. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Overview - Internal Leadership Review How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	<ul style="list-style-type: none"> › Complete three times a year and use Data visualisation to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	How to complete a Compass evaluation How to view, download and share Compass evaluation results
Account settings - User Management	<p>Review cross-team collaboration for vulnerable and targeted groups/learners and agree with SLT the process of support and roles and responsibilities including users of Compass+ and functionality including OnTrack+.</p>	How to manage users How to set-up multiple administrators
OnTrack+	<p>Use OnTrack+ reports and the Manage OnTrack+ Record tab to inform strategic planning for personalised and targeted careers and transition activities. This process also supports early recognition of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated, for learners and their parents/carers.</p>	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	<ul style="list-style-type: none"> › Use FSQ data and analysis to inform strategic plans further, highlighting areas of low positivity and low knowledge across year groups and an insight into industries and jobs/careers of interest. › Engage SLT and Curriculum Leaders with FSQ data insight to inform curriculum planning to increase relevance of the curriculum to skills and careers. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Future Skills Questionnaire Data Visualisations

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Activities	Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities.	Activities Data visualisation
Careers Partners	Strategically plan partnerships to achieve specific and desired learning outcomes, based on FSQ data, risk of NEET indicators, current Careers Partners and industry gaps in Careers Partners.	Careers Partners advanced search functionality
Learner Reporting - Left and Current Learners	Review destination data to understand patterns and trends from aspirations to intended to actual to sustained and inform strategic planning and required developments for learners securing pathways that are right for them with successful transition.	Learner Reporting - Current Learner List Learner Reporting - Left Learner List



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Collaborating internally

Core actions

- » **Raise awareness of OnTrack+ by introducing it to relevant colleagues (e.g., SENCo, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, senior leaders), sharing automated indicator insights, and providing flagged learner lists to enable coordinated support for learners and their parents/carers.**

“[OnTrack+] definitely allows for more granular approach to each student and the circumstances that leads to them becoming NEET. This feature has allowed us to bring this to the forefront of our career provision planning allowing us to intervene from Year 7. It has also allowed us to bring careers to Pastoral team and give them the ownership of supporting our students with provision that is right for them to try and broaden their life choices and reduce the risk of becoming NEET.”

Careers Leader, OnTrack+ pilot

“(OnTrack+) helped us identify ‘at risk of NEET’ much sooner. Our NEET practice will change—we plan to start 1:1 interventions earlier for identified learners.”

Careers Leader, OnTrack+ pilot

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Collaborating internally

Reflective questions to drive next steps

Effective use of data and insight

- ? How often is learner level data (e.g. OnTrack+ indicators, attendance, progress) shared with the Careers Leader and other key colleagues?
- ? Is there a clear process for identifying and flagging learners who may require targeted support, including those at risk of disengagement or becoming NEET?
- ? How is the Careers Leader supported to use this information to shape initial careers responses?

Collaborative planning

- ? Are lists of learners identified for targeted support reviewed with colleagues such as the SENCo, pastoral leads and curriculum teachers?
- ? How is careers provision considered alongside pastoral and academic support when planning early interventions?

Structures and protocols

- ? Are there any scheduled meetings or standing forums where data and learner needs are discussed collectively?
- ? Are basic internal data sharing protocols in place to ensure consistency and confidentiality?

Impact evaluation

- ? Can we identify early examples where intervention has supported improved readiness for post 16 transitions?
- ? How is evidence of careers activity and early impact captured and shared?

Strategic integration and leadership

- ? How visible is careers provision within wider inclusion and NEET prevention priorities in the setting?
- ? Are we clear how internal collaboration links to external engagement with local authorities or providers?



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Collaborating externally



Core actions

- » **Identify key partners and opportunities by mapping local employers, providers and their networks, and LA approaches (e.g., September Guarantee).**
- » **Begin informal collaboration with external colleagues to understand available support and share initial learner needs.**
- » **Lay the groundwork for data sharing by exploring what information can be shared internally and externally to support early identification.**

Signpost

Provider Directory: This is a [tool](#) for Careers Leaders, Hub leads, Enterprise Coordinators, and any education leaders to find and contact delivery organisations in their area.

Reflective questions to drive next steps

Data sharing and insight

- ? Are there agreed protocols for sharing learner level data externally (e.g. with LA inclusion leads or provider networks)?
- ? How do we ensure that data shared externally is timely, accurate and used to inform joint planning?

Responsive joint planning and alignment

- ? Is there a clear process for contacting local authority and provider partners when learners flagged for targeted support, including those at risk of disengagement or NEET, are identified?
- ? Is there joint planning of interventions with external partners to avoid duplication and support regional priorities?
- ? How often do structured meetings take place with external colleagues to review flagged cohorts and agree next steps?
- ? Are external partners involved in shaping meaningful encounters and work experience opportunities for vulnerable learners?

Impact evaluation

- ? How is the impact of external collaboration on outcomes for learners at risk of NEET currently understood?

Consistency and sustainability

- ? Do relevant colleagues understand their role in external engagement as part of NEET prevention?
- ? How is external collaboration recorded, followed up and reviewed internally?

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Collaborating externally

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Use the Insights Summary to highlight strengths and priority areas and influence the school or specialist setting improvement plan and strategic planning.	How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	Use data visualisations to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues.	How to view, download and share Compass evaluation results
Account settings - User Management	Review cross-team collaboration for vulnerable and targeted groups/learners and manage access, roles and responsibilities for Compass+ functionality.	How to manage users How to set-up multiple administrators
OnTrack+	Use OnTrack+ Reports and utilise the Manage OnTrack+ Record tab to provide an evidence-based view of risk of NEET.	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire – FSQ Reporting	Gain insights on learner perception and use the data to collaborate and plan for need, as identified by learners themselves, across the whole education setting.	Future Skills Questionnaire Data Visualisations
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	Activities Data visualisation Learner intended destinations data visualisation
Activities - Activities Reporting	Review frequency of careers partners supporting the careers programme and collaborate internally to review need and gaps, taking a strategic approach to planning further partnerships.	Activities Reporting in Compass+

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Communication and staff development

Core action

- » **Explain vulnerable learners**
Explain who vulnerable learners are (e.g., those at risk of NEET, looked-after children, FSM, high ability) and why early identification is critical for planning responsive, targeted support.
- » **Show careers impact**
How careers provision supports better outcomes for these learners.
- » **Clarify roles**
Make sure staff know their role and how they work with the Careers Leader, SENCo, and pastoral teams to best support learners and their parents and carers.
- » **Introduce external partners**
Share who key partners are (local authority, providers, employers) and how they help.
- » **Spot and share concerns**
Give staff simple guidance on signs of disengagement and how to report concerns quickly.

Signpost

Encourage all staff to complete the free online module [Teachers Part 1: Understanding Career Pathways](#). Support the SENCO and wider SEND team to complete the free online module [SENCO: Understanding Pathways and Career Opportunities](#).

The [My Learning, My Future](#) resources enable subject teachers to see the benefits of highlighting the relevance of their subjects and making links to careers, pathways, and the world of work from their curriculum.



“OnTrack+ has had a significant impact on our NEET prevention strategy by shifting our approach from reactive to proactive. It enables us to identify at-risk students early across all year groups, allowing for timely interventions and personalised support plans rather than last-minute measures in Year 11. This strategic use of data has strengthened collaboration between pastoral teams, careers leaders, and subject staff, ensuring NEET prevention is seen as a shared responsibility. Additionally, the tool has raised the profile of careers provision within the school by highlighting its importance in safeguarding positive post-16 outcomes.”

**Senior Leader, responsible for Careers and Personal Development
OnTrack+ pilot**

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Communication and staff development

Reflective questions to drive next steps

Shared understanding of learner need

- ? How clearly is it explained to staff who learners requiring targeted support (including those at risk of NEET) are, and why early identification matters?
- ? How well do staff understand how careers provision supports better outcomes for these learners?

Clarity of roles and responsibilities

- ? Do staff understand their role in careers provision and how they work with the Careers Leader, SENCo and pastoral teams?
- ? How are external partners introduced to staff, and do staff understand the opportunities these partners create for learners?

Information flow, escalation, and effective use of data

- ? What communication channel are used for updates, and how regularly are they used?
- ? How confident are staff in spotting early signs of disengagement and sharing concerns?

Staff development, confidence, and practice

- ? How confident do staff feel in supporting learners' career development within their role?

Impact evaluation

- ? How are early successes or positive examples shared to build awareness and confidence?
- ? How clearly are explained to staff, and why early identification matters?
- ? How well do staff understand the role that careers provision plays in improving outcomes for these learners?
- ? Do colleagues know their role in careers provision and how they work with the Careers Leader, SENCo, and pastoral teams?
- ? How are external partners introduced to staff, and do they understand how these partners create opportunities for learners?
- ? What communication channels (e.g., Teams, shared docs) are in place for updates, and how often are they used?
- ? How confident are staff in spotting early signs of disengagement and sharing concerns quickly?



Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Account settings - User Management	Set up Compass+ user accounts with appropriate access levels for colleagues working with vulnerable and targeted groups/learners and clarify cross-team communication channels.	How to manage users How to set-up multiple administrators Controlling availability and access to OnTrack+
Learner Profile	<ul style="list-style-type: none"> › Familiarise colleagues, and learners where appropriate, with the Compass+ Learner Profile and the visibility it provides on each learners' Careers Learning Journey, including planned, completed and absence for activities, Interests and Destinations and FSQ responses. › Record OnTrack+ notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET. 	How to customise and send or download a learner report from an individual learner profile Viewing learners' OnTrack+ data
Learner Report	Familiarise learners with their Learner Report and share them with learners directly from Compass+ to their email at key preparation or transition points.	How to customise and send a learner report by email from Learner Report
Future Skills Questionnaire - FSQ Reporting	Compare groups in the Detailed or SEND Reports to access data on specific cohorts and communicate how the evidence supports your planned activity and interventions.	Future Skills Questionnaire Data Visualisations
Careers Partners	Quickly and easily review and summarise who your key partners are using Advanced Search specific categories e.g., Organisation Type, Organisation Sector and plan how to communicate this to your colleagues so they understand how they can help.	Creating Custom groups in the FSQ detailed and SEND reports Careers Partners advanced search functionality
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	
Activities - Add activities to Compass+	Record and evidence CPD activities for staff, selecting GB2 - Careers Information > Continuous Professional Development (CPD) as the main category and refer to Risk of NEET Staff training in the activity name.	How to create an activity (GB2-8)
Activities - Activities Reporting	Filter by main category, GB2 - CPD and keep a track of CPD opportunities planned and completed for staff.	Activities Reporting in Compass+

Statement 1: Building Stage: Universal careers provision with limited use of learner-level data

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

<p>OnTrack+</p>	<ul style="list-style-type: none"> › Flag learners who require targeted support, including those at risk of becoming NEET, via the Manage OnTrack Record. Use OnTrack+ data for learners flagged for intervention as the starting point for communicating cross-team, internally and externally (e.g., with local authority or provider partners), to agree programmes of support. › Include in the risk of NEET management process when users can unflag learners for intervention, then report on reasons for removing the flag and confirm if interventions carried out contributed to the reduce risk. › Filter by 'previously unflagged for intervention' and 'last reason given for being unflagged' and 'Interventions contributed to last unflagging' in Manage OnTrack+ OnTrack+ Record to evaluate findings and communicate success stories to staff. 	<p>Manage OnTrack+ Record</p> <p>Recording manual indicators and flagging for intervention from OnTrack+</p> <p>Unflagging for intervention in OnTrack+</p> <p>Monitor and track changes to OnTrack+ data</p>
<p>Compass+ training</p>	<p>Signpost to Compass+ training webinars and Feature Focus sessions – learn how to use a range of functionality that supports identifying at risk of NEET learners effectively in your setting.</p>	<p>Compass+ training</p>



End of Statement 1 practice guide

[Return to statement selection](#)



Statement 2:

Targeted Stage: Building awareness and using data to inform careers provision

This practice guide is designed for settings at the targeted stage. It aims to help educational settings take further steps forward to embed data-driven decision-making into careers planning. Careers Leaders continue to use learner-level data proactively and enhance impact through sharing and analysing multi-layered data together with relevant colleagues. Outcomes include shaping tailored activities for individual learners and cohorts and introducing targeted interventions earlier. The focus shifts to preventing disengagement and reducing NEET risk through timely support. Collaboration becomes more intentional: relevant staff work together to explore how careers provision can drive improved outcomes and inclusion, while external partnerships (e.g., local authorities and providers) are leveraged to enhance opportunities for vulnerable learners and their parents/carers,.

The Careers Leader regularly receives, shares, and uses learner-level data (e.g., indicators in Compass+ OnTrack+) to shape careers activities for cohorts who may need responsive, targeted, or personalised support. Interventions are planned for learners at risk of disengagement, with early identification of those who may also be at risk of becoming NEET. Relevant colleagues collaborate to explore how careers can contribute to improved outcomes and inclusion, and regularly liaise externally (e.g., with local authority and provider partners) to strengthen support pathways.



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Identifying need

Core action

- » **Leverage RONI distribution and prevalence reports from OnTrack+ and learner-level data across all key stages to inform decisions about which learners require additional careers support, and determine the timing, location, and rationale for interventions. Share insights with key stakeholders including SLT, Heads of Year, SENCO, and Careers/pastoral colleagues to ensure a coordinated approach to improving outcomes and inclusion (see internal collaboration section).**
- » **Consider the need for additional information or support for identified learners' parents and carers.**

Signpost

Understand how OnTrack+ supports identification of need via our [Help Centre](#).

“(OnTrack+) has helped us think ahead. Support reaches the right learners at the right time. It is moving us towards a proactive, data-informed approach to NEET prevention.”

Careers Leader, OnTrack+ pilot

Reflective questions

Identifying learner need

- ? How will professional judgement be used alongside data to improve the accuracy of identification?
- ? What clear criteria will be agreed for flagging learners who need responsive careers provision e.g. personal guidance, work experience, etc.?

Access to and effective use of data

- ? How will OnTrack+ data be combined with other key datasets (attendance, behaviour, progress, FSQ, etc.) to build a fuller picture of learner need?
- ? Do data processing and consent arrangements need updating to support wider access and sharing?
- ? What regular routines can be established so data sharing and analysis happen consistently across teams?

Tracking, action and joined up systems

- ? How will groups and activities (e.g. via Compass+) be used to track identified needs and planned support?
- ? How will information from external partners and existing interventions be included?

Parental engagement

- ? How will identification insights inform coherent, joined up support for learners, parents & carers and families across services?



“Using standard and manual indicator tools was helpful. It changed our system as we were able to bring multiple factors into the identification process more easily rather than just data. [We used OnTrack+] to cross-reference between students with certain combinations of indicators to inform interventions, e.g. young carers who are also persistently late or persistently absent. [We also] used OnTrack+ to add students who had had multiple school moves, and this was useful to forward to the pastoral team for progress check on those learners.”

Careers Leader, OnTrack+ pilot

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Identifying need

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+ feature - Reports	Review the Distribution and Prevalence reports to gauge high priority areas.	Accessing the Distribution and Prevalence Reports
OnTrack+ feature - Manage OnTrack+ Record	<ul style="list-style-type: none"> › Optimise the use of automated and manual indicators to create the most informed learner profile. › Sort and filter OnTrack+ data to identify patterns and trends and assess need. › Easily create custom groups to simplify assigning risk of NEET support activities. 	Manage OnTrack+ Record Recording manual indicators and flagging for intervention from OnTrack+ Viewing learners' data Creating Custom groups from OnTrack+
Activities - Activities Reporting	Monitor and track attendance to assigned risk of NEET support activities.	Activities Reporting in Compass+
Future Skills Questionnaire - FSQ data visualisations	<ul style="list-style-type: none"> › Use the Summary Report to highlight key negative response areas by year group, assess the impact of these areas increasing the likelihood of risk of NEET and plan how to increase positivity. › Use the Detailed report, SEND report or Custom Reporting to identify confidence levels and need down to individual learner level to assess need and inform targeted support planning. 	Future Skills Questionnaire data visualisations
Future Skills Questionnaire - Custom Reporting	Assess learners' interests and pathway knowledge and ambitions to inform targeted support planning.	Future Skills Questionnaire Custom Reporting
Learner Profile - Interests and Destinations	Record destinations data e.g., as part of your personal guidance processes, then utilise the Destinations Data excel download to review trends and patterns to inform targeted support planning.	Learner Profile - Interests and Destinations tab

"We are excited about being able to identify learners at risk of NEET from a younger age, rather than waiting until the later years in school, which potentially are too late. The tool has already flagged up students from Year 7 that we would not normally identify this early on."

Careers Leader, OnTrack+ pilot



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Strengthening careers provision and curriculum

Core action

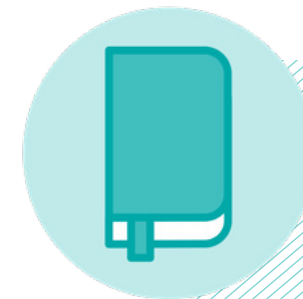
- » **Differentiate the universal careers learning outcomes for all learners by developing specific learning outcomes for learners flagged for intervention based on both data informed processes (e.g., OnTrack+, FSQ, destination data) and professional judgement.**
- » **Support and upskill staff to highlight relevance of their curriculum to skills and careers for all subjects.**
- » **Encourage staff to make regular curriculum-careers links in lessons.**
- » **Review internal transition support plans to ensure flagged learners receive tailored support.**
- » **Map differentiated support for parents and carers of flagged learners, aligned to the identified careers learning outcomes.**

Signpost

Learning Outcomes and Gatsby Benchmark 1: This [resource](#) suggests a set of learning outcomes that could underpin your universal careers provision.

Careers Learning Journeys: This [guidance](#) provides Careers Leaders with steps to map and enhance their current careers provision that is underpinned by learning outcomes to support learners to make aspirational and informed decisions, make effective and sustained transitions and to develop career readiness skills.

This [CPD](#) supports a strategic approach to the delivery of targeted, integrated and progressive parental engagement in careers education.



“(OnTrack+) is very good at collating all the ‘at risk’ criteria in one place. As a result of this, I have been able to start interventions much earlier for learners at risk of becoming NEET. As the tool also identifies learners in all year groups, not just Year 11, it’s useful to have learners on your radar much earlier and offer assistance and intervention much sooner.” Careers Leader, OnTrack+ pilot

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Strengthening careers provision and curriculum

Reflective questions to drive next steps

Career learning outcomes and curriculum alignment

- ? How do targeted careers learning outcomes address gaps in knowledge, skills and confidence for vulnerable learners?
- ? How do planned encounters and experiences reinforce agreed careers learning outcomes and transition readiness?

Targeted provision and personalisation

- ? How might careers provision be adapted to offer personalised guidance and tailored, meaningful encounters for flagged learners using combined insights (OnTrack+, FSQ, destinations)?
- ? In what ways could employer encounters and workplace experiences be coordinated more effectively for identified learners and cohorts?

Transitions and destinations

- ? Are transition activities aligned with learners' aspirations, intended destinations and perceptions of readiness (e.g. FSQ)?

Parental engagement

- ? How will additional, targeted support be provided to parents & carers of identified learners to strengthen informed conversation at home?

Impact evaluation and continuous improvement

- ? What evidence will show that learners are achieving identified careers learning outcomes and improving transition and career readiness?



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Strengthening careers provision and curriculum

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Agree maturity levels and key priority areas with SLT and key colleagues to strengthen clarity on careers provision, its influence and impact on whole school/setting priorities and the learning outcomes for all learners.	Overview - Internal Leadership Review How to access the internal leadership review on Compass+
Manage OnTrack+ Record.	Filter OnTrack+ data to view learners flagged for additional support and use this as a starting point for tailoring and strengthening activities that meet individual needs. This process also enables early recognition of patterns that may indicate future disengagement or potential risk of NEET, ensuring interventions are timely and integrated.	Manage OnTrack+ Record
Learner Profile	Record RONI notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET.	Recording manual indicators and flagging for intervention from the Learner Profile
Future Skills Questionnaire - FSQ Data visualisations	Use FSQ data and analysis of learners interests and skills levels to support teachers with curriculum design and highlighting relevance of their curriculum to skills and careers.	Future Skills Questionnaire data visualisations
Careers Partners	<ul style="list-style-type: none"> › Record internal and external contacts in your Careers Partners database for easy access and clarity on who can support your careers programme and in what capacity. › Use Advanced Search collaboratively with colleagues to link key contacts to curriculum areas, strengthening careers in the curriculum and increasing relevance and engagement particularly for learners who may need additional support. › Apply Advanced Search to tailor opportunities for individual learners, connecting them with alumni or partners in industries of interest. This helps personalise guidance and experiences, while also supporting early identification of learners who could be at risk of disengagement or becoming NEET. 	Adding Careers Partners directly into Compass+ Adding Careers Partners into Compass+ using the Careers Partners Upload template Careers Partners advanced search functionality
Learner Profile	Record when a personal guidance meeting has been completed and download reports to ensure learners who require responsive or targeted support are prioritised. This process also helps identify those who may be at risk of disengagement or becoming NEET, enabling timely and personalised interventions.	Learner Profile - Activities tab
Learner Reporting - Left Learners	Review destination data from previous years to understand patterns and trends and inform activities required to strengthen learners securing pathways that are right for them with successful transition.	Learner Reporting - Left Learner List

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Aligning careers strategy and whole-school/setting leadership

Core action

- » **Integrate careers into whole-school or specialist setting priorities**
Ensure the careers strategic plan explicitly supports inclusion, attainment, and NEET prevention and parent & carer engagement within the school or specialist setting improvement plan.
- » **Use data to inform leadership decisions**
Regularly analyse learner-level data (e.g., Compass+ OnTrack+ insights) to identify at-risk cohorts and share findings with SLT and governors to influence strategic priorities.
- » **Monitor and report progress**
Provide termly updates to SLT and governors on careers provision impact, learner engagement, and NEET risk reduction.
- » **Document and communicate to key colleagues how to articulate and where to evidence careers impact for Ofsted and external assurance.**

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

Strategic Careers Planning: This [resource](#) helps Careers Leaders create a strategic careers plan.

Ofsted: This [guide](#) is designed to support education leaders and Careers Leaders by highlighting key changes in Ofsted’s approach to inspecting careers from November 2025.

“We have a careers strategic plan in place for both the overall careers programme and work experience offer. NEET prevention is reflected in both plans as part of our inclusion offer.”

Careers Leader, Compass+ OnTrack+ pilot



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Aligning careers strategy and whole-school/setting leadership

Reflective questions to drive next steps

Strategic positioning of careers and inclusion

- ? How is careers provision embedded in the whole school/specialist setting improvement plan, inclusion strategy and NEET prevention priorities, with clear ownership and measures of impact, and how is this reviewed by senior leaders and governors?
- ? What leadership actions are in place to ensure careers is seen as a core driver of learner outcomes (inclusion, attendance, attainment and progression), rather than a standalone programme?
- ? How is careers aligned with safeguarding, attendance and behaviour strategies to address barriers for vulnerable learners, and where are shared priorities and milestones clearly set out?

Effective use of data

- ? How could multi-layered data (e.g. OnTrack+, attendance, behaviour, progress, FSQ) be brought together and analysed collaboratively across teams?
- ? What routines could be established so that data sharing and analysis become a systematic part of planning rather than occasional practice?

Evidence of impact and continuous improvement

- ? What evidence of impact is currently reviewed, and how could evaluation processes be strengthened to inform whole school/setting improvement?
- ? In what ways might targeted careers support for specific parent and carer groups strengthen the impact of wider parental engagement initiatives?

“Senior leaders must prioritise NEET prevention within strategic planning and ensure that staff understand their role in supporting at-risk learners.” Careers Leader, OnTrack+ pilot



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	<ul style="list-style-type: none"> › Review the Careers Impact Maturity Model with SLT, governors and other key colleagues to highlight strengths and priority areas and gain a clear focus and understanding on the vision and strategic objectives for vulnerable and targeted groups/learners. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Overview - Internal Leadership Review How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	<ul style="list-style-type: none"> › Complete three times a year and use data visualisation to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	How to complete a Compass evaluation How to view, download and share Compass evaluation results
Account settings - User Management	<p>Review cross-team collaboration for vulnerable and targeted groups/learners and agree with SLT the process of support and roles and responsibilities including users of Compass+ and functionality including OnTrack+.</p>	How to manage users How to set-up multiple administrators
OnTrack+	<p>Use OnTrack+ reports and the Manage OnTrack+ Record tab to inform strategic planning for personalised and targeted careers and transition activities. This process also supports early recognition of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated, for learners and their parents/carers.</p>	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	<ul style="list-style-type: none"> › Use FSQ data and analysis to inform strategic plans further, highlighting areas of low positivity and low knowledge across year groups and an insight into industries and jobs/careers of interest. › Engage SLT and curriculum leaders with FSQ data insight to inform curriculum planning to increase relevance of the curriculum to skills and careers. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Future Skills Questionnaire Data Visualisations

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Activities	Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities.	Activities Data visualisation
Careers Partners	Strategically plan partnerships to achieve specific and desired learning outcomes, based on FSQ data, risk of NEET indicators, current Careers Partners and industry gaps in Careers Partners.	Careers Partners advanced search functionality
Learner Reporting - Left and Current Learners	Review destination data to understand patterns and trends from aspirations to intended to actual to sustained and inform strategic planning and required developments for learners securing pathways that are right for them with successful transition.	Learner Reporting - Current Learner List Learner Reporting - Left Learner List



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Collaborating internally

Core actions

- » Share and review learner-level insights (e.g., OnTrack+ indicators, flagged cohorts (of learners and parents/carers), priority lists) with relevant colleagues such as SENCo, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, and senior leaders to ensure correct identification and accounting for mitigations already in place, coordinated planning and interventions.
- » Broaden access to Compass+ and OnTrack+, and encourage more active use and regular updates by colleagues working with groups identified for responsive, targeted or personalised support.
- » Highlight and communicate early impact by showcasing improvements such as earlier interventions and enhanced readiness for post-16 transitions, reinforcing the value of collaborative practice.
- » Establish structured collaboration protocols internally by agreeing clear ways of working such as scheduled review meetings, shared action logs, and consistent data-sharing practices to enable systematic insight exchange and joined-up support.
- » Embed careers within wider inclusion strategies by working with colleagues to explore how careers provision can contribute to improved outcomes, engagement, and NEET prevention alongside pastoral and academic interventions.

“I have used the list of learners from Years 7 to 10 to engage the SEN department and identify strategies to support them. I trialed workshops with a small group and will identify a second group next term. Having a list of learners at risk of NEET has enabled meaningful discussions and strengthened collaboration with other teams.”

Careers Leader, OnTrack+ pilot

“[OnTrack+] has helped us engage the heads of year and also have knowledgeable conversations with staff about the students. It has helped us to upskill [them and to improve their awareness of] these learners. We presented OnTrack+ in a short staff CPD session, and staff were engaged and interested to learn more about these students to ensure they were on their radar of support. It has enabled us as a careers team to have detailed conversations with the support department and alternate provision department about the needs and what support is available for these learners - predominantly for those in Year 11 this year, but we aim to do this with Year 7 up going forward.”

Careers Leader, OnTrack+ pilot



Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Collaborating internally

Reflective questions to drive next steps

Effective use of data and insight

- ? Do we routinely share multi layered data (attendance, behaviour, progress, FSQ) across teams, rather than relying only on careers data?
- ? How often do colleagues meet to analyse data together, and is this process systematic or ad hoc?
- ? Who is responsible for coordinating data sharing and ensuring the right colleagues contribute?

Collaborative planning

- ? Are careers interventions co-planned alongside pastoral and academic support, or do they still operate separately?
- ? How are insights from SENCo, pastoral leads and curriculum teachers used to inform careers planning for vulnerable learners and engagement with parents & carers?

Structures and protocols

- ? Do we have agreed internal protocols for data sharing and scheduled review meetings?
- ? How effective are current tools (e.g. shared dashboards, joint action logs) in enabling coordinated support?

Impact evaluation

- ? How do we measure whether careers provision is responding effectively to individual learner needs?
- ? Are we tracking the impact of personalised guidance, employer encounters and experiences for targeted cohorts?

Strategic integration and leadership

- ? Do relevant colleagues recognise careers provision as part of their role in improving outcomes and inclusion?
- ? How can shared accountability for careers related interventions be strengthened across teams?



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Collaborating externally



Core actions

- » **Strengthen external collaboration through structured, scheduled meetings with LA teams (e.g., inclusion leads, September Guarantee coordinators) under agreed data-sharing protocols.**
- » **Co-plan interventions with provider networks and employer representatives to align with regional priorities and skills strategies.**
- » **Introduce multi-agency case discussions for complex learners where appropriate.**
- » **Schedule termly external partner meetings to share flagged cohorts, agree joint actions, and avoid duplication.**

Signpost

Provider Directory: This is a [tool](#) for Careers Leaders, Hub leads, Enterprise Coordinators, and any education leaders to find and contact delivery organisations in their area.

Reflective questions to drive next steps

Data sharing and insight

- ? Do we share multi layered data (attendance, behaviour, progress, aspirations, intended destinations), or only learner level careers data?
- ? Are secure, systematic data sharing arrangements in place to enable partners to act on insights?

Responsive joint planning and alignment

- ? Are external interactions with local authorities, providers and employer partners planned and purposeful, rather than reactive?
- ? How often do we move from liaison to shared planning and joint responsibility?
- ? Are regular, structured meetings established with external colleagues to review cohorts and agree coordinated actions?
- ? Do interventions align with regional skills strategies and NEET prevention frameworks, and how is overlap or duplication avoided?

Impact evaluation

- ? How do we measure the impact of external collaboration on learner outcomes and inclusion?
- ? Are evaluation findings shared with partners to refine joint approaches?

Consistency and sustainability

- ? How is external collaboration documented, monitored and embedded across teams?

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Collaborating externally

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Use the Insights Summary to highlight strengths and priority areas and influence the school or specialist setting improvement plan and strategic planning.	How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	Use data visualisations to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues.	How to view, download and share Compass evaluation results
Account settings - User Management	Review cross-team collaboration for vulnerable and targeted groups/learners and manage access, roles and responsibilities for Compass+ functionality.	How to manage users How to set-up multiple administrators
OnTrack+	Use OnTrack+ Reports and utilise the Manage OnTrack+ Record tab to provide an evidence-based view of risk of NEET.	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	Gain insights on learner perception and use the data to collaborate and plan for need, as identified by learners themselves, across the whole education setting.	Future Skills Questionnaire Data Visualisations
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	Activities Data visualisation Learner intended destinations data visualisation
Activities - Activities Reporting	Review frequency of careers partners supporting the careers programme and collaborate internally to review need and gaps, taking a strategic approach to planning further partnerships.	Activities Reporting in Compass+

Communication and staff development

Core action

- » **Share data clearly**
Present learner-level insights (e.g., OnTrack+ indicators) in simple, visual formats.
- » **Explain data purpose**
Show how data shapes targeted careers interventions for specific cohorts.
- » **Clarify roles**
Reinforce responsibilities for SENCo, pastoral leads, and curriculum teachers to best support learners and their parents and carers.
- » **Deepen external engagement**
Communicate outcomes of partnerships and highlight opportunities for learners and how staff can support.
- » **Strengthen communication channels**
Define clear escalation routes for concerns and ensure quick feedback loops.
- » **Develop staff capability**
Provide CPD on interpreting data and spotting early signs of disengagement.
- » **Run workshops on targeted interventions (e.g., mentoring, employer encounters) and share success stories.**

Signpost

Encourage all staff to complete the free online module [Teachers Part 1: Understanding Career Pathways](#). Support the SENCO and wider SEND team to complete the free online module [SENCO: Understanding Pathways and Career Opportunities](#).

The [My Learning, My Future](#) resources enable subject teachers to see the benefits of highlighting the relevance of their subjects and making links to careers, pathways, and the world of work from their curriculum.

“OnTrack+ has had a significant impact on our NEET prevention strategy by shifting our approach from reactive to proactive. It enables us to identify at-risk students early across all year groups, allowing for timely interventions and personalised support plans rather than last-minute measures in Year 11. This strategic use of data has strengthened collaboration between pastoral teams, careers leaders, and subject staff, ensuring NEET prevention is seen as a shared responsibility. Additionally, the tool has raised the profile of careers provision within the school by highlighting its importance in safeguarding positive post-16 outcomes.”

**Senior Leader, responsible for Careers and Personal Development
OnTrack+ pilot**



Communication and staff development

Reflective questions to drive next steps

Shared understanding of learner need

- ? How are learner-level data insights (e.g. OnTrack+) shared in clear, accessible formats so staff understand emerging needs?
- ? Do staff understand how data informs targeted careers support for specific cohorts?

Clarity of roles and responsibilities

- ? How are responsibilities clarified so staff know their role in supporting identified learners?
- ? How are outcomes of external engagement communicated so staff know how to use these opportunities effectively?

Information flow, escalation, and effective use of data

- ? Are clear escalation routes in place for reporting concerns, with timely feedback loops?
- ? How will regular data sharing discussions be introduced and kept consistent across teams?

Staff development, confidence, and practice

- ? How is careers embedded within the staff development offer?
- ? How are staff supported to maximise careers learning through the curriculum and contribute to meaningful encounters and experiences?

Impact evaluation

- ? How are success stories shared to reinforce impact and encourage consistent practice?



Communication and staff development

Case Studies

Moving towards integrated stage

About the school

- 11-16 secondary school, with large numbers of students (just under 40%) eligible for FSM
- Currently, the focus on NEET prevention within the school improvement plan is visible in the school's explicit efforts to ensure that 'the outcomes of all learners are at least in line with their potential in order to access the next stage of their educational journey'.
- Previously, NEET prevention was mainly seen as the responsibility of the Careers Leader, who liaised with heads of year and Year 11 tutors to make sure that all learners had applied and got a place at Post 16. NEET prevention is beginning to be seen as a shared responsibility across the school.

How the school used OnTrack+

I have worked with the Deputy Head SENCO and a member of the support team to look at how OnTrack+ can be used. In Year 11, it has allowed us to identify a group of students who could be at risk of becoming NEET. We have compared this against our current knowledge of the cohort to see if there are any students who we may not have identified previously for support. Some of these students already have support in the form of alternative provision or from the SEN department but it has highlighted some students who we need to check in on to ensure that they have been completing college applications and have their Post 16 plans in place. For those identified who haven't, we have been thinking about how best to support them in terms of arranging and taking them to meetings at tertiary providers.

We have then started to work backwards through the year groups to see if we can identify those at risk of NEET earlier in their school career by comparing students with a high number of indicators against those in Year 10 who may not have engaged with their careers interviews we do with EBP or who might be unlikely to go on the college taster days next year and think about how to support them. We have also looked at those students in KS3 who are flagged by the tool and who are already receiving support and who are not. It has helped us to be more proactive with the identification of students and ensure that no one slips through the net in terms of support. It also allows students to be monitored week by week to see if the risk gets lower.

Impact of using OnTrack+

I believe that the tool could move forward our NEET prevention strategy and practice. At the moment, it is focussed around Year 11 and making sure that they all have the information, advice and guidance that they need to move forward into Post 16. The tool has allowed us to start thinking proactively into Year 10 and KS3 as to which students may end up in Year 11 at risk of being NEET, and ensure that support is being offered to all vulnerable/identified students so that in future years the number of students is minimal. – SLT Careers Leader



Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Account settings - User Management	Set up Compass+ user accounts with appropriate access levels for colleagues working with vulnerable and targeted groups/learners and clarify cross-team communication channels.	How to manage users How to set-up multiple administrators Controlling availability and access to OnTrack+
Learner Profile	<ul style="list-style-type: none"> › Familiarise colleagues, and learners where appropriate, with the Compass+ Learner Profile and the visibility it provides on each learners' Careers Learning Journey, including planned, completed and absence for activities, Interests and Destinations and FSQ responses. › Record RONI notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET. 	How to customise and send or download a learner report from an individual learner profile Viewing learners' OnTrack+ data
Learner Report	Familiarise learners with their Learner Report and share them with learners directly from Compass+ to their email at key preparation or transition points.	How to customise and send a learner report by email from Learner Report
Future Skills Questionnaire - FSQ Reporting	Compare groups in the Detailed or SEND Reports to access data on specific cohorts and communicate how the evidence supports your planned activity and interventions.	Future Skills Questionnaire Data Visualisations
Careers Partners	Quickly and easily review and summarise who your key partners are using Advanced Search specific categories e.g., Organisation Type, Organisation Sector and plan how to communicate this to your colleagues so they understand how they can help.	Creating Custom groups in the FSQ detailed and SEND reports Careers Partners advanced search functionality
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	
Activities - Add activities to Compass+	Record and evidence CPD activities for staff, selecting GB2 - Careers Information > Continuous Professional Development (CPD) as the main category and refer to Risk of NEET Staff training in the activity name.	How to create an activity (GB2-8)
Activities - Activities Reporting	Filter by main category, GB2 - CPD and keep a track of CPD opportunities planned and completed for staff.	Activities Reporting in Compass+

Statement 2: Targeted Stage: Building awareness and using data to inform careers provision

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+	<ul style="list-style-type: none"> › Flag learners who require targeted support including those at risk of becoming NEET via the Manage OnTrack Record OnTrack+ data for learners flagged for intervention and use this as a starting point for communicating cross-team, internally and externally, e.g. with local authority or provider partners to agree programmes of support. › Include in the risk of NEET management process when users can unflag learners for intervention, then report on reasons for removing the flag and confirm if interventions carried out contributed to the reduce risk. › Filter by 'previously unflagged for intervention' and 'last reason given for being unflagged' and 'Interventions contributed to last unflagging' in Manage RONI OnTrack+ Record to evaluate findings and communicate success stories to staff.. 	<p>Manage OnTrack+ Record</p> <p>Recording manual indicators and flagging for intervention from OnTrack+</p> <p>Unflagging for intervention in OnTrack+</p> <p>Monitor and track changes to OnTrack+ data</p>
Compass+ training	Signpost to Compass+ training webinars and Feature Focus sessions – learn how to use a range of functionality that supports identifying at risk of NEET learners effectively in your setting.	Compass+ training



End of Statement 2 practice guide

[Return to statement selection](#)



Statement 3:

Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

This practice guide is designed for settings at the integrated stage. It supports schools and specialist settings to adopt a fully embedded, strategic approach where careers provision is co-planned alongside pastoral and academic support as part of a wider strategy to meet learner needs and improve inclusion. At this stage, relevant staff systematically share and analyse multi-layered data to inform personalised guidance, meaningful employer encounters, and tailored workplace experiences for vulnerable learners and cohorts. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and effective, for learners and their parents/carers. External partnerships with local authorities, provider networks, and employer representatives are structured and strategic, supporting alignment with regional priorities and widening access to opportunities.

Relevant colleagues (e.g., SENCo, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, senior leaders) collaborate to systematically share and analyse multi-layered data (e.g., OnTrack+, attendance, behaviour, progress, Future Skills Questionnaire). This enables a proactive approach to identifying learner needs and planning responsive, targeted, or personalised support. Careers provision is responsive, offering personalised guidance, meaningful employer encounters, and tailored workplace experiences for vulnerable cohorts and individuals. As part of this process, colleagues also build capacity to recognise patterns that may indicate future disengagement or risk of NEET ensuring interventions are timely and integrated. Strategic collaboration with external partners, such as local authorities and providers, strengthens pathways and supports continuous improvement.



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Identifying need

Core action

- » **Systematically utilise OnTrack+ learner-level data, high-level reports, and other insights to ensure careers provision is responsive to identified needs and aligned with wider school or setting interventions. This analysis should inform personalised guidance, meaningful encounters, and tailored experiences for vulnerable cohorts and individuals, while also supporting early recognition of patterns that may indicate future disengagement or risk of NEET. Professional judgement and intelligence from external agencies remain central to decision-making, ensuring interventions for learners and their parents/carers, are timely, coordinated, and integrated within whole-school or setting strategies for inclusion and improvement.**

Signpost

Understand how OnTrack+ supports identification of need via our [Help Centre](#).

Careers within whole-school/setting NEET prevention: This [guide](#) for education leaders highlights the value of holistic careers education in providing solutions to key leadership challenges including disengagement from learning, falling attendance, and meeting the needs of disadvantaged or vulnerable learners, and young people with SEND.

Driving equity and tackling disadvantage through your careers provision: This [guide](#) supports colleagues in schools, specialist settings and colleges to drive equity and tackle disadvantage through the careers provision.

Tackling NEET toolkit – This [resource](#) was developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations. These research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.

Reflective questions

Identifying learner need

- ? How will multi source data and professional judgement be used together to agree priority cohorts and personalised provision?

Access to and effective use of data

- ? How will data governance arrangements ensure safe, timely sharing across curriculum, pastoral and careers teams?
- ? How will you combine OnTrack+ with other key data (attendance, behaviour, progress, FSQ, etc), to get a full picture of learner need?
- ? How will structured analysis cycles ensure insights are routinely shared and acted upon across teams?

Tracking, action and joined up systems

- ? How will systems across curriculum, pastoral and careers work together so learners are identified and flagged consistently?
- ? How will external partner data be integrated to reduce gaps, duplication and delay?

Parental engagement

- ? How will identification insights inform coherent, joined up support for learners, parents & carers and families across services?

“(OnTrack+) has helped us think ahead. Support reaches the right learners at the right time. It is moving us towards a proactive, data-informed approach to NEET prevention.” Careers Leader, OnTrack+ pilot



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Identifying need

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+ feature - Reports	Review the Distribution and Prevalence reports to gauge high priority areas.	Accessing the Distribution and Prevalence Reports
OnTrack+ feature - Manage OnTrack+ Record	<ul style="list-style-type: none"> › Optimise the use of automated and manual indicators to create the most informed learner profile. › Sort and filter OnTrack+ data to identify patterns and trends and assess need. › Easily create custom groups to simplify assigning risk of NEET support activities. 	Manage OnTrack+ Record Recording manual indicators and flagging for intervention from OnTrack+ Viewing learners' data Creating Custom groups from OnTrack+
Activities - Activities Reporting	Monitor and track attendance to assigned risk of NEET support activities.	Activities Reporting in Compass+
Future Skills Questionnaire - FSQ data visualisations	<ul style="list-style-type: none"> › Use the Summary Report to highlight key negative response areas by year group, assess the impact of these areas increasing the likelihood of risk of NEET and plan how to increase positivity. › Use the Detailed report, SEND report or Custom Reporting to identify confidence levels and need, down to individual learner level, to assess need and inform targeted support planning. 	Future Skills Questionnaire data visualisations
Future Skills Questionnaire - Custom Reporting	Assess learners' interests, pathway knowledge and ambitions to inform targeted support planning.	Future Skills Questionnaire Custom Reporting
Learner Profile - Interests and Destinations	Record destinations data e.g., as part of your personal guidance processes, then utilise the Destinations Data excel download to review trends and patterns to inform targeted support planning.	Learner Profile - Interests and Destinations tab

“Using standard and manual indicator tools was helpful. It changed our system as we were able to bring multiple factors into the identification process more easily rather than just data. [We used OnTrack+] to cross-reference between students with certain combinations of indicators to inform interventions, e.g. young carers who are also persistently late or persistently absent. [We also] used OnTrack+ to add students who had had multiple school moves, and this was useful to forward to the pastoral team for progress check on those learners.”

Careers Leader, OnTrack+ pilot

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Strengthening careers provision and curriculum

Core action

- » **Deliver universal and targeted careers provision that is responsive to learner needs and underpinned by agreed learning outcomes.**
- » **Track and monitor impact of careers activities against these outcomes (e.g., engagement, confidence, progression readiness).**
- » **Review internal transition support and relevant data (OnTrack+, FSQ, intended destinations) to ensure flagged learners receive personalised guidance.**
- » **Plan meaningful encounters and experiences for vulnerable learners that connect curriculum, careers, and transition goals.**
- » **Track and monitor the impact of differentiated support for parents and carers of flagged learners, aligned to the agreed careers learning outcomes.**
- » **Begin liaising with external partners, including alumni to build targeted employer and post 16 provider engagements that will strengthen pathway transitions, increase access to role models and mentorship and challenge stereotypes.**

Signpost

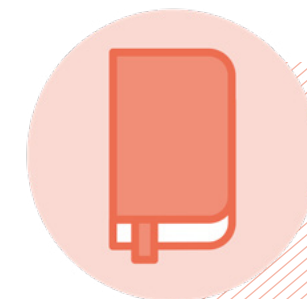
Learning Outcomes and Gatsby Benchmark 1: This [resource](#) suggests a set of learning outcomes that could underpin your universal careers provision.

How to Guides - This [resource suite](#) is a comprehensive set of guidance designed to help educational settings:

- Establish a sustainable and strategic approach to careers leadership
- Develop a progressive and responsive careers provision that meets the needs of all learners
- Evaluate your careers provision and plan for impact

Tackling NEET toolkit – This [resource](#), developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations, these research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.

This [CPD](#) supports a strategic approach to the delivery of targeted, integrated and progressive parental engagement in careers education.



“(OnTrack+) is very good at collating all the ‘at risk’ criteria in one place. As a result of this, I have been able to start interventions much earlier for learners at risk of becoming NEET. As the tool also identifies learners in all year groups, not just Year 11, it’s useful to have learners on your radar much earlier and offer assistance and intervention much sooner.” Careers Leader, OnTrack+ pilot

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Strengthening careers provision and curriculum

Reflective questions to drive next steps

Career learning outcomes and curriculum alignment

- ? How do careers learning outcomes and transition support influence curriculum design and wider school or setting priorities?
- ? How do planned encounters and experiences reinforce agreed careers learning outcomes and transition readiness?

Targeted provision and personalisation

- ? Are transition activities aligned with learners' aspirations, intended destinations and learner perception of career readiness (FSQ)?

Transitions and destinations

- ? How do partnerships with follow on providers enhance careers education, meaningful encounters and transition experiences?
- ? In what ways are relationships with providers used to improve continuity and learner confidence at transition points?

Parental engagement

- ? Is targeted support for parents & carers of identified learners resulting in more positive, informed conversations at home?

Impact evaluation and continuous improvement

- ? How can evaluation findings be used to refine future careers learning outcomes and transition strategies?
- ? What indicators (e.g., engagement, confidence, progression data) show improved readiness for progression and achievement of identified career learning outcomes?
- ? How is impact of universal careers provision against identified learning outcomes tracked?



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Strengthening careers provision and curriculum

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Agree maturity levels and key priority areas with SLT and key colleagues to strengthen clarity on careers provision, its influence and impact on whole school/setting priorities and the learning outcomes for all learners.	Overview - Internal Leadership Review How to access the internal leadership review on Compass+
Manage OnTrack+ Record.	Filter OnTrack+ data to view learners flagged for additional support and use this as a starting point for tailoring and strengthening activities that meet individual needs. This process also enables early recognition of patterns that may indicate future disengagement or potential risk of NEET, ensuring interventions are timely and integrated.	Manage OnTrack+ Record
Learner Profile	Record RONI notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET.	Recording manual indicators and flagging for intervention from the Learner Profile
Future Skills Questionnaire - FSQ Data visualisations	Use FSQ data and analysis of learners interests and skills levels to support teachers with curriculum design and highlighting relevance of their curriculum to skills and careers.	Future Skills Questionnaire data visualisations
Careers Partners	<ul style="list-style-type: none"> › Record internal and external contacts in your Careers Partners database for easy access and clarity on who can support your careers programme and in what capacity. › Use Advanced Search collaboratively with colleagues to link key contacts to curriculum areas, strengthening careers in the curriculum and increasing relevance and engagement particularly for learners who may need additional support. › Apply Advanced Search to tailor opportunities for individual learners, connecting them with alumni or partners in industries of interest. This helps personalise guidance and experiences, while also supporting early identification of learners who could be at risk of disengagement or becoming NEET. 	Adding Careers Partners directly into Compass+ Adding Careers Partners into Compass+ using the Careers Partners Upload template Careers Partners advanced search functionality
Learner Profile	Record when a personal guidance meeting has been completed and download reports to ensure learners who require responsive or targeted support are prioritised. This process also helps identify those who may be at risk of disengagement or becoming NEET, enabling timely and personalised interventions.	Learner Profile - Activities tab
Learner Reporting - Left Learners	Review destination data from previous years to understand patterns and trends and inform activities required to strengthen learners securing pathways that are right for them with successful transition.	Learner Reporting - Left Learner List

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Aligning careers strategy and whole-school/setting leadership

Core action

- » **Embed careers in whole-school/setting planning**
Ensure the careers strategic plan is fully integrated into the school or specialist setting improvement plan, explicitly linking careers provision to inclusion, attainment, and NEET prevention and parent & carer engagement priorities.
- » **Formalise leadership oversight**
Establish structured routines for SLT and governors to review careers provision, learner outcomes, and impact of targeted interventions as part of termly strategic meetings.
- » **Use multi-layered data for strategic decisions**
Present combined insights (OnTrack+, attendance, behaviour, progress, FSQ) to SLT and governors to inform resource allocation, curriculum adjustments, and targeted support planning.
- » **Evaluate and report impact**
Implement a formal evaluation cycle where careers outcomes and NEET risk reduction are reviewed by SLT and governors, feeding into whole-school/setting improvement planning.
- » **Articulate and evidence careers impact for Ofsted and external assurance.**

“Safeguarding, inclusion, curriculum, teaching, achievement, attendance and behaviour, personal development, post-16 and leadership and government are all in our strategic action plan. Going forward, this is an area we would like to develop further. NEET provision is laced through all the areas above but could be strengthened by explicitly stating it as core area.”

Careers Leader, Compass+ OnTrack+ pilot

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

How to Guides - This [resource suite](#) is a comprehensive set of guidance designed to help educational settings:

- Establish a sustainable and strategic approach to careers leadership.
- Develop a progressive and responsive careers provision that meets the needs of all learners.
- Evaluate your careers provision and plan for impact.

Careers within whole-school/setting NEET prevention: This [guide](#) for education leaders highlights the value of holistic careers education in providing solutions to key leadership challenges including disengagement from learning, falling attendance, and meeting the needs of disadvantaged or vulnerable learners, and young people with SEND.

Driving equity and tackling disadvantage through your careers provision: This [guide](#) supports colleagues in schools, specialist settings and colleges to drive equity and tackle disadvantage through the careers provision.

Ofsted: This [guide](#) is designed to support education leaders and Careers Leaders by highlighting key changes in Ofsted’s approach to inspecting careers from November 2025.

Tackling NEET toolkit – This [resource](#), developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations, these research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Aligning careers strategy and whole-school/setting leadership

Reflective questions to drive next steps

Strategic positioning of careers and inclusion

- ? How could careers provision be more explicitly embedded within the whole school/setting improvement plan and clearly linked to inclusion and attainment priorities?
- ? What steps could be taken to ensure senior leaders and governors routinely review careers impact and NEET prevention as part of strategic planning cycles?
- ? If targeted careers support for priority parent and carer groups is not yet part of the parental engagement strategy, what strategic advantage might be missing?

Effective use of data

- ? How might multi layered data analysis be extended beyond the setting to inform regional priorities and joint planning with external partners?

Evidence of impact and continuous improvement

- ? How could evaluation of careers interventions be formalised so findings consistently inform whole school/setting improvement and wider regional improvement cycles?



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	<ul style="list-style-type: none"> › Review the Careers Impact Maturity Model with SLT, governors and other key colleagues to highlight strengths and priority areas and gain a clear focus and understanding on the vision and strategic objectives for vulnerable and targeted groups/learners. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Overview - Internal Leadership Review How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	<ul style="list-style-type: none"> › Complete three times a year and use data visualisation to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	How to complete a Compass evaluation How to view, download and share Compass evaluation results
Account settings - User Management	<p>Review cross-team collaboration for vulnerable and targeted groups/learners and agree with SLT the process of support and roles and responsibilities including users of Compass+ and functionality including OnTrack+.</p>	How to manage users How to set-up multiple administrators
OnTrack+	<p>Use OnTrack+ reports and the Manage OnTrack+ Record tab to inform strategic planning for personalised and targeted careers and transition activities. This process also supports early recognition of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated, for learners and their parents/carers.</p>	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	<ul style="list-style-type: none"> › Use FSQ data and analysis to inform strategic plans further, highlighting areas of low positivity and low knowledge across year groups and an insight into industries and jobs/careers of interest. › Engage SLT and Curriculum Leaders with FSQ data insight to inform curriculum planning to increase relevance of the curriculum to skills and careers. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Future Skills Questionnaire Data Visualisations

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Activities	Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities.	Activities Data visualisation
Careers Partners	Strategically plan partnerships to achieve specific and desired learning outcomes, based on FSQ data, risk of NEET indicators, current Careers Partners and industry gaps in Careers Partners.	Careers Partners advanced search functionality
Learner Reporting - Left and Current Learners	Review destination data to understand patterns and trends from aspirations to intended to actual to sustained and inform strategic planning and required developments for learners securing pathways that are right for them with successful transition.	Learner Reporting - Current Learner List Learner Reporting - Left Learner List



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Collaborating internally

Core actions

- » **Systematically share and analyse multi-layered data internally (OnTrack+, FSQ, attendance, behaviour, progress) through scheduled review meetings and shared action logs.**
- » **Broaden access to Compass+ and OnTrack+, and encourage more active use and regular updates by colleagues working with groups identified for responsive, targeted or personalised support, for learners and their parents/carers.**
- » **Embed careers provision within pastoral and academic support plans, ensuring joint planning between Careers Leader, SENCo, Heads of Year, and Raising Standards Leaders.**
- » **Maintain internal collaboration protocols (e.g., termly data reviews, shared dashboards) to enable joined-up support for vulnerable cohorts.**
- » **Ensure universal careers provision and transition support are embedded in curriculum schemes of work and pastoral systems, with clear links to school or specialist setting improvement priorities.**

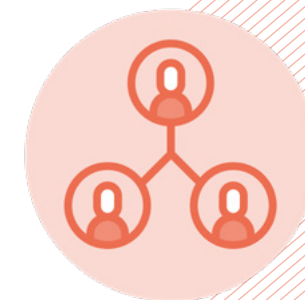
“Shared data systems are essential so that attendance, behaviour, attainment, and pastoral information can be tracked holistically, allowing early identification of students who may become disengaged. Regular multi-agency meetings with careers services, pastoral and safeguarding teams as well as external support providers ensure coordinated interventions and consistent communication. A proactive culture, where all staff recognise the importance of preparing pupils for post-16 destinations, is key to sustained success.”

Careers Leader, OnTrack+ pilot

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Collaborating internally

Reflective questions to drive next steps

Effective use of data and insight

- ? Are multi-layered data insights used not only to plan interventions but to inform strategic decisions and improvement priorities?
- ? How are careers related insights integrated into whole school or setting evaluation and planning cycles?

Collaborative planning

- ? Do internal teams (SENCo, pastoral and curriculum leads) co-design careers interventions alongside academic and pastoral support for learners needing targeted help?
- ? How is planning coordinated to deliver multiple meaningful encounters and work experiences for priority learners?

Structures and protocols

- ? Are there clear, established structures that support cross team planning and review of careers related interventions?
- ? How well are these structures embedded into wider inclusion and attainment processes?

Impact evaluation

- ? Is there a systematic process for evaluating the impact of careers interventions, particularly for learners at risk of becoming NEET?
- ? How are evaluation findings shared internally to support accountability and continuous improvement?

Strategic integration and leadership

- ? Do senior leaders actively champion careers as a driver of inclusion and improvement?
- ? How visible is this in leadership meetings, improvement planning and governance reporting?



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Collaborating externally



Core actions

- » **Formalise external collaboration through partnership agreements with local authorities, provider networks, and employer representatives.**
- » **Align careers interventions with regional skills strategies and September Guarantee frameworks.**
- » **Participate in multi-agency prevention panels for complex cases and contribute to regional NEET prevention planning.**
- » **Agree and implement systematic data-sharing protocols with LA and provider partners.**
- » **Engage in regional planning groups (e.g., NEET prevention and skills forums) to integrate careers provision within wider inclusion and economic development agendas.**

Signpost

Provider Directory: This is a [tool](#) for Careers Leaders, Hub leads, Enterprise Coordinators, and any education leaders to find and contact delivery organisations in their area.

Reflective questions to drive next steps

Data sharing and insight

- ? Are relevant data and insight shared in both directions to support joint planning and evaluation?
- ? Do external partners actively contribute to assessing the impact of interventions for vulnerable learners?

Responsive joint planning and alignment

- ? Do formal partnership agreements exist with local authorities and provider networks?
- ? How often are interventions co-designed with external partners rather than accessed as stand alone services?
- ? How well do existing external partnerships align with regional priorities and skills strategies?
- ? Are we influencing regional NEET prevention and inclusion activity, or mainly responding to it?

Impact evaluation

- ? How are external partnerships embedded within improvement planning and accountability processes?

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Collaborating externally

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Use Insights Summary to highlight strengths and priority areas and influence the school or specialist setting improvement plan and strategic planning.	How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	Use data visualisation to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues.	How to view, download and share Compass evaluation results
Account settings - User Management	Review cross-team collaboration for vulnerable and targeted groups/learners and manage access and roles and responsibilities for Compass+ functionality.	How to manage users How to set-up multiple administrators
OnTrack+	Use OnTrack+ Reports and utilise the Manage OnTrack+ Record tab to provide an evidence-based view of risk of NEET.	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	Gain insights on learner perception and use the data to collaborate and plan for need, as identified by learners themselves, across the whole education setting.	Future Skills Questionnaire Data Visualisations
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	Activities Data visualisation Learner intended destinations data visualisation
Activities - Activities Reporting	Review frequency of careers partners supporting the careers programme and collaborate internally to review need and gaps, taking a strategic approach to planning further partnerships.	Activities Reporting in Compass+

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Communication and staff development

Core action

- » **Share regular updates**
- » **Schedule planned updates on:**
 - › **Which learners are identified**
 - › **What interventions are in place**
 - › **Impact so far**
 - › **How staff can support learners and their parents and carers**
- » **Embed careers in staff development**
Include careers in CPD so staff know how to embed careers in the curriculum.
- » **Support meaningful encounters and experiences**
Help staff plan meaningful encounters and experiences (e.g., employer visits, work experience) linked to curriculum.
- » **Liaise closely with external partners and ensure processes are in place to support offered programmes of support.** (e.g. Risk of NEET support programme from local authority.)
- » **Clarify escalation routes**
Publish clear steps for reporting concerns and ensure quick feedback loops.

Signpost

Encourage all staff to complete the free online module [Teachers Part 1: Understanding Career Pathways](#). Support the SENCO and wider SEND team to complete the free online module [SENCO: Understanding Pathways and Career Opportunities](#).

The [My Learning, My Future](#) resources enable subject teachers to see the benefits of highlighting the relevance of their subjects and making links to careers, pathways, and the world of work from their curriculum.

“OnTrack+ has had a significant impact on our NEET prevention strategy by shifting our approach from reactive to proactive. It enables us to identify at-risk students early across all year groups, allowing for timely interventions and personalised support plans rather than last-minute measures in Year 11. This strategic use of data has strengthened collaboration between pastoral teams, careers leaders, and subject staff, ensuring NEET prevention is seen as a shared responsibility. Additionally, the tool has raised the profile of careers provision within the school by highlighting its importance in safeguarding positive post-16 outcomes.”

Senior Leader, responsible for Careers and Personal Development
OnTrack+ pilot



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Communication and staff development

Reflective questions to drive next steps

Shared understanding of learner need

- ? How is a shared understanding of priority learners and careers' contribution to outcomes reinforced through leadership communication?

Clarity of roles and responsibilities

- ? How are responsibilities clarified so staff know their role in supporting identified learners?
- ? How are staff supported to work more confidently and collaboratively with external partners to improve learner experiences?

Information flow, escalation, and effective use of data

- ? Are escalation pathways clear, consistently used and effective in prompting early action?
- ? How are data and insights discussed across teams to support joined up responses?

Staff development, confidence, and practice

- ? How is careers regularly embedded within the staff development offer?
- ? What joint training with external partners strengthens staff expertise and confidence in careers and transitions work?

Impact evaluation

- ? How are evaluation findings shared with staff and used to adapt practice?
- ? How are success stories and impact evidence used to strengthen staff engagement and motivation?



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Communication and staff development

Case Studies

Moving towards integrated stage

About the school

- 11-16 secondary school with a high proportion of learners eligible for FSM (around 40%).
- NEET prevention is recognised as a shared responsibility across the school, though the Student Support Team and Careers Leader currently lead most activity.
- NEET prevention is explicitly referenced in the careers development plan, which links to the school improvement plan as part of a broader inclusion strategy.
- Before using OnTrack+ the school relied on Provision Maps to track activities supporting learners throughout their school journey.

How the school used OnTrack+

So far, I have used the RONI tool within our school Student Support Team. This team consists of Head of Year, Safeguarding, SEND, Therapeutic Intervention and Flexible Provision. As part of our weekly meetings, I went through the use of the feature and how this can help us to identify earlier students who may be at risk of NEET. The team loved the indicators and how we could also add manual indicators to this list. I have used to the tool to identify students using the indicators and adding in manual indicators as well, but the wider team have also flagged students as being at risk of NEET from their own dealings with the students. This has helped us to generate, for the first time, a really in-depth list of students who may be at risk of becoming a NEET. As we are currently redeveloping our NEET provision, it has been really useful in meetings with the senior leadership team to discuss the provision that we could offer and the scale of the offer that we need. – Careers Leader

Impact of using OnTrack+

It is sometimes hard to see an overall picture of a student as there is a lot of data in different places. The feature brings all of the data together in terms of the indicators and allowing staff to add in additional indicators ensures that an overall picture is seen by the team using the tool. This is helping us greatly in terms of our planning and provision for potential NEET students. That is not to say that an SEN pupil, with Pupil Premium and multiple school moves will become a NEET, but it means that we can provide more comprehensive support to students to ensure that this does not happen. I would say that it has raised the profile of careers even higher within the school (the school already see value in the programme) but this tool has helped it become more prominent as they now see that it can help support the most vulnerable students. – SLT



Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Account settings - User Management	Set up Compass+ user accounts with appropriate access levels for colleagues working with vulnerable and targeted groups/learners and clarify cross-team communication channels.	How to manage users How to set-up multiple administrators Controlling availability and access to OnTrack+
Learner Profile	<ul style="list-style-type: none"> › Familiarise colleagues, and learners where appropriate, with the Compass+ Learner Profile and the visibility it provides on each learners' Careers Learning Journey, including planned, completed and absence for activities, Interests and Destinations and FSQ responses. › Record RONI notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET. 	How to customise and send or download a learner report from an individual learner profile Viewing learners' OnTrack+ data
Learner Report	Familiarise learners with their Learner Report and share them with learners directly from Compass+ to their email at key preparation or transition points.	How to customise and send a learner report by email from Learner Report
Future Skills Questionnaire - FSQ Reporting	Compare groups in the Detailed or SEND Reports to access data on specific cohorts and communicate how the evidence supports your planned activity and interventions.	Future Skills Questionnaire Data Visualisations
Careers Partners	Quickly and easily review and summarise who your key partners are using Advanced Search specific categories e.g., Organisation Type, Organisation Sector and plan how to communicate this to your colleagues so they understand how they can help.	Creating Custom groups in the FSQ detailed and SEND reports Careers Partners advanced search functionality
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	
Activities - Add activities to Compass+	Record and evidence CPD activities for staff, selecting GB2 – Careers Information > Continuous Professional Development (CPD) as the main category and refer to Risk of NEET Staff training in the activity name.	How to create an activity (GB2-8)
Activities - Activities Reporting	Filter by main category, GB2 – CPD and keep a track of CPD opportunities planned and completed for staff.	Activities Reporting in Compass+

Statement 3: Integrated Stage: Using multi-layered data to drive responsive careers provision within cross-school/setting working

Communication and staff development

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+	<ul style="list-style-type: none"> › Flag learners who require targeted support including those at risk of becoming NEET via the Manage OnTrack Record OnTrack+ data for learners flagged for intervention and use this as a starting point for communicating cross-team, internally and externally, e.g. with local authority or provider partners to agree programmes of support. › Include in the risk of NEET management process when users can unflag learners for intervention, then report on reasons for removing the flag and confirm if interventions carried out contributed to the reduce risk. › Filter by 'previously unflagged for intervention' and 'last reason given for being unflagged' and 'Interventions contributed to last unflagging' in Manage RONI OnTrack+ Record to evaluate findings and communicate success stories to staff.. 	<p>Manage OnTrack+ Record</p> <p>Recording manual indicators and flagging for intervention from OnTrack+</p> <p>Unflagging for intervention in OnTrack+</p> <p>Monitor and track changes to OnTrack+ data</p>
Compass+ training	<p>Signpost to Compass+ training webinars and Feature Focus sessions – learn how to use a range of functionality that supports identifying at risk of NEET learners effectively in your setting.</p>	<p>Compass+ training</p>



End of Statement 3 practice guide

[Return to statement selection](#)



Statement 4:

Strategic Stage: Systematic data sharing and whole school/setting NEET prevention strategic approach

This practice guide is designed for settings at the strategic stage. It aims to help educational settings further strengthen a fully integrated, whole-institution approach, ensuring careers provision is a sustainable core driver of inclusion and school/setting improvement. At this stage, careers planning is fully aligned with leadership and governance structures and regional priorities, with formal oversight and systematic impact reporting. Internal collaboration is complemented by strong, strategic partnerships with local authorities, provider networks, and employer representatives, ensuring interventions for learners and their parents/carers, are connected to wider systems and opportunities.

Leaders and relevant colleagues (including the Careers Leader) use multi-layered insights and data within a regional strategic approach to plan, deliver, and continuously improve targeted careers provision. Careers is embedded in the school or specialist setting's strategy to address disadvantage, raise aspirations, and improve outcomes. Senior leaders ensure systems link curriculum, pastoral, and inclusion approaches so that vulnerable learners receive personalised guidance, multiple meaningful encounters, and tailored work experiences through joint planning. Evaluation of interventions—focused on meeting learner needs and inclusion priorities and including early identification of those at potential risk of becoming NEET—feeds into whole-school or setting planning and strengthens collaboration with external partners such as local authorities and providers.



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Identifying need

Core action

- » **Formally embed the use of OnTrack+ learner-level data, high-level reports, and other insights into your school or specialist setting's approach to identifying and meeting learner needs. Integrate this into shared routines for termly data analysis, cross-team triage (internal and external), and action-tracking (e.g., via Compass+) to create a transparent, joined-up careers learning journey for every learner.**
- » **Ensure your setting has a process for checking and validating its data against information held by local authorities and other key partners. This includes reviewing their insights and understanding any mitigation activities already in place for learners requiring additional support. This collaboration strengthens accuracy and supports coordinated interventions.**
- » **Align this process with whole-school or setting strategies for inclusion and improvement, linking curriculum, pastoral, and careers approaches to deliver impactful, joined-up support while also enabling early identification of learners who may be at risk of disengagement or becoming NEET.**
- » **Consider the need for additional information or support for identified learners' parents and carers.**

Signpost

Understand how OnTrack+ supports identification of need via our [Help Centre](#).

Careers within whole-school/setting NEET prevention: This [guide](#) for education leaders highlights the value of holistic careers education in providing solutions to key leadership challenges including disengagement from learning, falling attendance, and meeting the needs of disadvantaged or vulnerable learners, and young people with SEND.

Driving equity and tackling disadvantage through your careers provision: This [guide](#) supports colleagues in schools, specialist settings and colleges to drive equity and tackle disadvantage through the careers provision.

Tackling NEET toolkit – This [resource](#) was developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations. These research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.

“(OnTrack+) has helped us think ahead. Support reaches the right learners at the right time. It is moving us towards a proactive, data-informed approach to NEET prevention.” Careers Leader, OnTrack+ pilot



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Identifying need

Reflective questions

Identifying learner need

- ? How are multi-source data (e.g. OnTrack+, attendance, behaviour, progress, FSQ, partner insight) and professional judgement used together to agree priority cohorts and design personalised, high impact careers provision?
- ? How will professional judgement be added alongside data to make decisions more accurate?
- ? Do data processing and information sharing arrangements need to be reviewed to support this?
- ? How are disagreements or professional challenges resolved to ensure consistent, equitable identification?
- ? How is this agreed approach documented and embedded so it is applied consistently across teams?

Access to and effective use of data

- ? How is identification of learner need within OnTrack+ aligned with school/ setting and regional NEET prevention priorities?
- ? How are OnTrack+ insights shared with senior leaders, governors and regional partners to guide strategic decisions?
- ? How will the accuracy and consistency of identification be reviewed, tested and improved over time?

Tracking, action and joined up systems

- ? How will success be measured when early identification leads to improved engagement, sustained destinations and positive post 16 outcomes?

Parental engagement

- ? How will the impact of early identification on parent & carer engagement and learner confidence be evaluated and shared?



“Using standard and manual indicator tools was helpful. It changed our system as we were able to bring multiple factors into the identification process more easily rather than just data. [We used OnTrack+] to cross-reference between students with certain combinations of indicators to inform interventions, e.g. young carers who are also persistently late or persistently absent. [We also] used OnTrack+ to add students who had had multiple school moves, and this was useful to forward to the pastoral team for progress check on those learners.”

Careers Leader, OnTrack+ pilot

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Identifying need

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

OnTrack+ feature - Reports	Review the Distribution and Prevalence reports to gauge high priority areas.	Accessing the Distribution and Prevalence Reports
OnTrack+ feature - Manage OnTrack+ Record	<ul style="list-style-type: none"> › Optimise the use of automated and manual indicators to create the most informed learner profile. › Sort and filter OnTrack+ data to identify patterns and trends and assess need. › Easily create custom groups to simplify assigning risk of NEET support activities. 	Manage OnTrack+ Record Recording manual indicators and flagging for intervention from OnTrack+ Viewing learners' data Creating Custom groups from OnTrack+
Activities - Activities Reporting	Monitor and track attendance to assigned risk of NEET support activities.	Activities Reporting in Compass+
Future Skills Questionnaire - FSQ data visualisations	<ul style="list-style-type: none"> › Use the Summary Report to highlight key negative response areas by year group, assess the impact of these areas increasing the likelihood of risk of NEET and plan how to increase positivity. › Use the Detailed report, SEND report or Custom Reporting to identify confidence levels and need, down to individual learner level, to assess need and inform targeted support planning. 	Future Skills Questionnaire data visualisations
Future Skills Questionnaire - Custom Reporting	Assess learners' interests, pathway knowledge and ambitions to inform targeted support planning.	Future Skills Questionnaire Custom Reporting
Learner Profile - Interests and Destinations	Record destinations data e.g., as part of your personal guidance processes, then utilise the Destinations Data excel download to review trends and patterns to inform targeted support planning.	Learner Profile - Interests and Destinations tab

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Strengthening careers provision and curriculum

Core action

- » **Deliver universal and targeted careers provision that is fully integrated into curriculum planning and school improvement priorities, underpinned by agreed learning outcomes.**
- » **Track and evaluate impact of careers provision and transition support on curriculum engagement, progression readiness, and learner outcomes.**
- » **Track and evaluate the impact of differentiated support for parents and carers of flagged learners, aligned to the agreed careers learning outcomes.**
- » **Formalise partnerships with external providers to sustain curriculum-linked work experience and transition pipelines.**
- » **Use impact data and learner feedback to iterate careers learning outcomes and provision for continuous improvement.**
- » **Ensure transition support for vulnerable learners is systematic, personalised, and aligned with careers outcomes.**
- » **Strengthen internal and external relationships to provide access to a diverse and wide range of role models.**

Signpost

Learning Outcomes and Gatsby Benchmark 1: This [resource](#) suggests a set of learning outcomes that could underpin your universal careers provision.

How to Guides - This [resource suite](#) is a comprehensive set of guidance designed to help educational settings:

- Establish a sustainable and strategic approach to careers leadership
- Develop a progressive and responsive careers provision that meets the needs of all learners
- Evaluate your careers provision and plan for impact

Tackling NEET toolkit – This [resource](#), developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations, these research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.

This [CPD](#) supports a strategic approach to the delivery of targeted, integrated and progressive parental engagement in careers education.



“(OnTrack+) is very good at collating all the ‘at risk’ criteria in one place. As a result of this, I have been able to start interventions much earlier for learners at risk of becoming NEET. As the tool also identifies learners in all year groups, not just Year 11, it’s useful to have learners on your radar much earlier and offer assistance and intervention much sooner.”

Careers Leader, OnTrack+ pilot

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Strengthening careers provision and curriculum

Reflective questions to drive next steps

Career learning outcomes and curriculum alignment

- ? How do careers learning outcomes and transition support actively inform curriculum design and whole school/setting priorities, ensuring a clear focus on inclusion, progression and learner achievement?
- ? In what ways are careers learning outcomes deliberately used as strategic levers to influence inclusion, progression and achievement priorities across the school or wider setting?

Targeted provision and personalisation

- ? In what ways can the relationships built with follow-on providers be leveraged to strengthen future careers and transition provision for learners?
- ? In what ways are partnerships with employers and follow on providers leveraged to strengthen regional transition pathways and progression outcomes?
- ? What established practice or innovation could be shared or scaled to improve outcomes beyond the setting?

Transitions and destinations

- ? How do partnerships with follow on providers enhance careers education, meaningful encounters and transition experiences?
- ? In what ways are relationships with providers used to improve continuity and learner confidence at transition points?

Parental engagement

- ? How is the impact of targeted careers support for parents and carers evaluated and used to inform wider engagement strategy?

Impact evaluation and continuous improvement

- ? What does impact data show about the effectiveness of careers provision in improving sustained destinations, progression and readiness?
- ? How is impact evidence used to inform strategic decision making and continuous improvement at organisational or regional level?



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Strengthening careers provision and curriculum

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Agree maturity levels and key priority areas with SLT and key colleagues to strengthen clarity on careers provision, its influence and impact on whole school/setting priorities and the learning outcomes for all learners.	Overview - Internal Leadership Review How to access the internal leadership review on Compass+
Manage OnTrack+ Record.	Filter OnTrack+ data to view learners flagged for additional support and use this as a starting point for tailoring and strengthening activities that meet individual needs. This process also enables early recognition of patterns that may indicate future disengagement or potential risk of NEET, ensuring interventions are timely and integrated.	Manage OnTrack+ Record
Learner Profile	Record RONI notes at individual learner level to support cross-team collaborative working and increase visibility of interventions and progress made to reduce risk of NEET.	Recording manual indicators and flagging for intervention from the Learner Profile
Future Skills Questionnaire - FSQ Data visualisations	Use FSQ data and analysis of learners interests and skills levels to support teachers with curriculum design and highlighting relevance of their curriculum to skills and careers.	Future Skills Questionnaire data visualisations
Careers Partners	<ul style="list-style-type: none"> › Record internal and external contacts in your Careers Partners database for easy access and clarity on who can support your careers programme and in what capacity. › Use Advanced Search collaboratively with colleagues to link key contacts to curriculum areas, strengthening careers in the curriculum and increasing relevance and engagement particularly for learners who may need additional support. › Apply Advanced Search to tailor opportunities for individual learners, connecting them with alumni or partners in industries of interest. This helps personalise guidance and experiences, while also supporting early identification of learners who could be at risk of disengagement or becoming NEET. 	Adding Careers Partners directly into Compass+ Adding Careers Partners into Compass+ using the Careers Partners Upload template Careers Partners advanced search functionality
Learner Profile	Record when a personal guidance meeting has been completed and download reports to ensure learners who require responsive or targeted support are prioritised. This process also helps identify those who may be at risk of disengagement or becoming NEET, enabling timely and personalised interventions.	Learner Profile - Activities tab
Learner Reporting - Left Learners	Review destination data from previous years to understand patterns and trends and inform activities required to strengthen learners securing pathways that are right for them with successful transition.	Learner Reporting - Left Learner List

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Aligning careers strategy and whole-school/setting leadership

Core action

- » **Embed careers in whole-school/setting and regional strategy**
Position careers provision as a core driver of inclusion, aspiration, and attainment and parental engagement within the school or specialist setting improvement plan and regional NEET prevention priorities.
- » **Formalise leadership accountability**
Ensure SLT and governors have clear roles in planning, oversight, and evaluation of careers provision, with careers outcomes included in leadership dashboards and governance reports.
- » **Use multi-layered data for strategic planning**
Integrate OnTrack+ insights with attendance, behaviour, progress, and FSQ data to inform strategic decisions. Present combined analysis to SLT and governors to shape interventions and resource allocation.
- » **Evaluate and report impact**
Implement a formal evaluation cycle where careers interventions, especially for learners at risk of NEET, are reviewed for impact and feed into whole-school/setting and regional improvement planning.
- » **Influence beyond the school or specialist setting**
Engage with others involved in responding to disengagement and risk of NEET. Build broader local strategies which can improve careers provision and learner progression.

Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

How to Guides - This [resource suite](#) is a comprehensive set of guidance designed to help educational settings:

- Establish a sustainable and strategic approach to careers leadership.
- Develop a progressive and responsive careers provision that meets the needs of all learners.
- Evaluate your careers provision and plan for impact.

Careers within whole-school/setting NEET prevention: This [guide](#) for education leaders highlights the value of holistic careers education in providing solutions to key leadership challenges including disengagement from learning, falling attendance, and meeting the needs of disadvantaged or vulnerable learners, and young people with SEND.

Driving equity and tackling disadvantage through your careers provision: This [guide](#) supports colleagues in schools, specialist settings and colleges to drive equity and tackle disadvantage through the careers provision.

Ofsted: This [guide](#) is designed to support education leaders and Careers Leaders by highlighting key changes in Ofsted's approach to inspecting careers from November 2025.

Tackling NEET toolkit – This [resource](#), developed in collaboration with educators and local authority professionals during a three year research study to understand and intervene on Early School leaving across five EU nations, these research-informed tools offer practical and CPD support for professionals working with young people at risk of NEET/Early School Leaving.



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Aligning careers strategy and whole-school/setting leadership

Reflective questions to drive next steps

Strategic positioning of careers and inclusion

- ? How is the careers strategic plan actively shaping wider school or specialist setting priorities such as safeguarding, inclusion and curriculum design, and how could this influence be strengthened further?
- ? To what extent does the current parental engagement strategy fully leverage targeted careers support for priority parent & carer groups, and where might untapped opportunities be limiting overall impact?

Effective use of data

- ? In what ways is learner level and multi-layered data being used to identify and evidence the impact of careers provision on reducing disadvantage and raising aspirations, and how is this insight shared with staff, stakeholders and regional partners?

Evidence of impact and continuous improvement

- ? How effectively are evaluation findings used to adapt provision and inform strategic decisions at leadership and governance level?

System collaboration, innovation and scale

- ? In what ways could regional collaboration be deepened to create consistent NEET prevention pathways across schools, specialist settings and providers?
- ? What innovations or best practice in careers and targeted support could be scaled regionally to improve outcomes for vulnerable learners?



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	<ul style="list-style-type: none"> › Review the Careers Impact Maturity Model with SLT, governors and other key colleagues to highlight strengths and priority areas and gain a clear focus and understanding on the vision and strategic objectives for vulnerable and targeted groups/learners. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Overview - Internal Leadership Review How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	<ul style="list-style-type: none"> › Complete three times a year and use data visualisation to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	How to complete a Compass evaluation How to view, download and share Compass evaluation results
Account settings - User Management	<p>Review cross-team collaboration for vulnerable and targeted groups/learners and agree with SLT the process of support and roles and responsibilities including users of Compass+ and functionality including OnTrack+.</p>	How to manage users How to set-up multiple administrators
OnTrack+	<p>Use OnTrack+ reports and the Manage OnTrack+ Record tab to inform strategic planning for personalised and targeted careers and transition activities. This process also supports early recognition of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated, for learners and their parents/carers.</p>	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	<ul style="list-style-type: none"> › Use FSQ data and analysis to inform strategic plans further, highlighting areas of low positivity and low knowledge across year groups and an insight into industries and jobs/careers of interest. › Engage SLT and curriculum leaders with FSQ data insight to inform curriculum planning to increase relevance of the curriculum to skills and careers. › Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities. 	Future Skills Questionnaire Data Visualisations

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Aligning careers strategy and whole-school/setting leadership

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Activities	Use data visualisations to demonstrate careers as a key driver for inclusion, aspiration, and attainment within the school or specialist setting improvement plan and regional NEET prevention priorities.	Activities Data visualisation
Careers Partners	Strategically plan partnerships to achieve specific and desired learning outcomes, based on FSQ data, risk of NEET indicators, current Careers Partners and industry gaps in Careers Partners.	Careers Partners advanced search functionality
Learner Reporting - Left and Current Learners	Review destination data to understand patterns and trends from aspirations to intended to actual to sustained and inform strategic planning and required developments for learners securing pathways that are right for them with successful transition.	Learner Reporting - Current Learner List Learner Reporting - Left Learner List



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Collaborating internally

Core actions

- » **Use multi-layered insights and impact data to inform whole school/ setting planning and improvement priorities, ensuring careers and transition support are fully integrated into curriculum, parental engagement and inclusion strategies.**
- » **Evaluate careers provision and transition support systematically, using evidence to iterate learning outcomes and provision for continuous improvement.**
- » **Formalise internal governance structures (e.g., careers and transition steering group) to monitor KPIs and ensure accountability.**
- » **Ensure universal careers provision and transition support are embedded in curriculum schemes of work and pastoral systems are differentiated for vulnerable and targeted groups and learners, with clear links to school or specialist setting improvement priorities.**
- » **Share impact findings internally to drive strategic decisions and strengthen collaborative practice across all teams.**

“Shared data systems are essential so that attendance, behaviour, attainment, and pastoral information can be tracked holistically, allowing early identification of students who may become disengaged. Regular multi-agency meetings with careers services, pastoral and safeguarding teams as well as external support providers ensure coordinated interventions and consistent communication. A proactive culture, where all staff recognise the importance of preparing pupils for post-16 destinations, is key to sustained success.” Careers Leader, OnTrack+ pilot



Signpost

See Appendix 1: Briefing Template – Using OnTrack+ insights to strengthen personalised support and inclusion strategies. This process also enables early identification of learners who may be at risk of disengagement or becoming NEET, ensuring interventions are timely and integrated within wider school or setting improvement plans.

A short, senior-leader-ready briefing to support SLT and governors in understanding OnTrack+ use, governance, and data protection considerations.

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Collaborating internally

Reflective questions to drive next steps

Effective use of data and insight

- ? Are careers related data and insights fully integrated with curriculum, pastoral and inclusion systems to support whole school decision making?
- ? How do we ensure learning from careers data informs long term strategic priorities?

Collaborative planning

- ? How effectively do teams collaborate to embed careers planning within everyday curriculum and pastoral practice?
- ? How are learners and parents/carers actively involved in shaping responsive careers provision?

Structures and protocols

- ? Are collaborative systems sufficiently robust to sustain consistent practice across teams and over time?
- ? How do governance and leadership structures assure the quality and effectiveness of joint planning?

Impact evaluation

- ? Are careers interventions evaluated consistently and used to inform whole school or setting wide improvement?
- ? How is impact evidence shared to strengthen collective responsibility and accountability?

Strategic integration and leadership

- ? Do all colleagues see careers provision as integral to improving outcomes, inclusion and progression?
- ? How strong is the culture of collaboration, and how is it reinforced through leadership action and expectations?

Collaborative planning

- ? Do internal teams (SENCo, pastoral leads, curriculum leaders) co-design careers interventions alongside academic and pastoral support for vulnerable learners, and their parents/carers?
- ? How effectively do we coordinate multiple meaningful encounters and work experiences for targeted learners through joint planning?

Impact and evaluation

- ? Are we systematically evaluating the impact of careers interventions especially for learners who may require targeted support including those at risk of disengagement or becoming NEET and using this evidence to inform whole school/setting planning?
- ? How do we share evaluation findings internally to drive continuous improvement and accountability?

Leadership and ownership

- ? Do all relevant colleagues see careers provision as part of their role in improving outcomes and inclusion? How do we reinforce shared accountability?
- ? How can we strengthen the culture of collaboration so that careers planning is embedded across curriculum, pastoral, and inclusion teams?



Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Collaborating externally



Core actions

- » **Formalise regional alignment by securing partnership agreements that embed careers provision within regional NEET prevention and skills strategies.**
- » **Implement advanced data-sharing protocols to enable seamless collaboration and joint planning for vulnerable cohorts.**
- » **Participate in regional governance and planning structures (e.g., NEET prevention boards, skills strategy groups) to influence and align provision with wider priorities.**
- » **Lead multi-agency collaboration for learners with complex needs, ensuring careers interventions are integrated with pastoral and academic support and connected to external services.**
- » **Monitor and report impact systematically through agreed metrics and governance processes, demonstrating contribution to learner outcomes and regional priorities.**

Signpost

Provider Directory: This is a [tool](#) for Careers Leaders, Hub leads, Enterprise Coordinators, and any education leaders to find and contact delivery organisations in their area.

Reflective questions to drive next steps

Data sharing and insight

- ? Are robust, shared data and evaluation frameworks used with partners to track long term outcomes for vulnerable learners?

Responsive joint planning and alignment

- ? Are we co-creating innovative programmes with partners (e.g. sector pathways, mentoring, supported transitions) aligned to regional skills gaps?
- ? How actively does the school or setting shape regional strategies (e.g. NEET prevention boards, skills planning groups) rather than just participate?
- ? Are the school or setting's priorities clearly reflected in regional inclusion and economic development plans?

Impact evaluation

- ? How is joint impact communicated to governors, regional boards and partners to strengthen accountability and influence system decisions?

Consistency and sustainability

- ? How do we ensure external collaboration is sustainable beyond individual staff relationships?
- ? How do governance and leadership structures monitor partnership effectiveness and long term impact?

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Collaborating externally

Making the best use of Compass+ to identify learner needs and plan responsive support while also enabling early recognition of potential NEET risk.

Careers Impact internal leadership review	Use Insights Summary to highlight strengths and priority areas and influence the school or specialist setting improvement plan and strategic planning.	How to access internal leadership review responses on Compass+
Evaluations - Compass Evaluation	Use data visualisations to highlight and communicate progress in key priority areas to SLT, governors and other key colleagues.	How to view, download and share Compass evaluation results
Account settings - User Management	Review cross-team collaboration for vulnerable and targeted groups/learners and manage access and roles and responsibilities for Compass+ functionality.	How to manage users How to set-up multiple administrators
OnTrack+	Use OnTrack+ Reports and utilise the Manage OnTrack+ Record tab to provide an evidence-based view of risk of NEET.	Accessing the OnTrack+ Distribution and Prevalence Reports Manage OnTrack+ Record
Future Skills Questionnaire - FSQ Reporting	Gain insights on learner perception and use the data to collaborate and plan for need, as identified by learners themselves, across the whole education setting.	Future Skills Questionnaire Data Visualisations
Data Visualisations and multi-layered data	Utilise a range of data visualisations in Compass+ to engage internal and external stakeholders and demonstrate careers as a key driver for inclusion, aspiration, and attainment.	Activities Data visualisation Learner intended destinations data visualisation
Activities - Activities Reporting	Review frequency of careers partners supporting the careers programme and collaborate internally to review need and gaps, taking a strategic approach to planning further partnerships.	Activities Reporting in Compass+

Statement 4: Strategic Stage: Systematic data sharing and whole school/ setting NEET prevention strategic approach

Communication and staff development

Core action

- » **Include careers and NEET prevention updates in SLT and governor reports.**
- » **Share impact stories and evaluation findings with all staff.**
- » **Plan joint training with local authority and provider partners.**
- » **Share best practice and resources across schools or specialist settings in the region.**
- » **Use evaluation findings to adapt staff development plans.**
- » **Celebrate success stories internally and regionally to motivate staff.**
- » **Develop external offers of support for learners and their parents/carers and embed internally where appropriate to increase capacity of support.**

Signpost

Encourage all staff to complete the free online module [Teachers Part 1: Understanding Career Pathways](#). Support the SENCO and wider SEND team to complete the free online module [SENCO: Understanding Pathways and Career Opportunities](#).

The [My Learning, My Future](#) resources enable subject teachers to see the benefits of highlighting the relevance of their subjects and making links to careers, pathways, and the world of work from their curriculum.

“OnTrack+ has had a significant impact on our NEET prevention strategy by shifting our approach from reactive to proactive. It enables us to identify at-risk students early across all year groups, allowing for timely interventions and personalised support plans rather than last-minute measures in Year 11. This strategic use of data has strengthened collaboration between pastoral teams, careers leaders, and subject staff, ensuring NEET prevention is seen as a shared responsibility. Additionally, the tool has raised the profile of careers provision within the school by highlighting its importance in safeguarding positive post-16 outcomes.”

**Senior Leader, responsible for Careers and Personal Development
OnTrack+ pilot**



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Communication and staff development

Reflective questions to drive next steps

Shared understanding of learner need

- ? How do leadership communications ensure careers priorities remain visible and understood as part of inclusion, safeguarding and achievement strategies?

Clarity of roles and responsibilities

- ? How are responsibilities clarified so staff know their role in supporting identified learners?
- ? How are strong staff-partner relationships sustained and extended to improve transition pathways across settings?

Information flow, escalation, and effective use of data

- ? How is high quality communication and escalation practice embedded as standard across the school or setting?

Staff development, confidence, and practice

- ? How is the impact of careers-related CPD, embedded within the wider staff development offer, measured?
- ? How does regional or cross setting collaboration enable staff to learn from best practice and innovation in careers and transitions?

Impact evaluation

- ? How are evaluation findings and success stories systematically shared to drive continuous improvement and strengthen system wide confidence?



End of Statement 4 practice guide

[Return to statement selection](#)



Appendix 1: Briefing Template (for SLT and Governors, etc.)

Leveraging OnTrack+ Insights for Targeted Support and Inclusion

1. Purpose

This briefing outlines:

- How OnTrack+ supports early identification of learners who may need targeted interventions while also enabling timely action for those at risk of becoming NEET.
- How insights from the OnTrack+ can inform careers provision, inclusion strategies, and the school or specialist setting improvement plan.
- Why proactive NEET prevention is critical for improving outcomes and raising aspirations.

2. Why this matters

- National data shows that learners facing multiple barriers—such as persistent absence, low attainment, SEND, or FSM—are more likely to disengage and may be at risk of becoming NEET.
- Early identification enables timely, targeted interventions, for learners and their parents/carers, reducing the likelihood of disengagement in learning and improving progression into education, employment, or training.
- Careers provision is a key lever for inclusion and equity, aligning with Ofsted priorities and whole-school/setting improvement goals. High-quality careers provision significantly reduces the likelihood of learners becoming NEET and plays a vital role in improving destinations outcomes. Learn more [here](#).

3. What OnTrack+ does

- Provides a centralised view of key indicators to identify learners who may need targeted support including those at risk of disengagement or becoming NEET across all year groups.
- Combines:
 - › Automated indicators (attendance, attainment, FSM, SEND).
 - › Manual indicators (local context, pastoral insights, e.g., alternative provision, service children).
- Enables data-driven planning, moving from reactive late interventions to proactive, multi-year strategies.

4. Key findings from our school/specialist setting

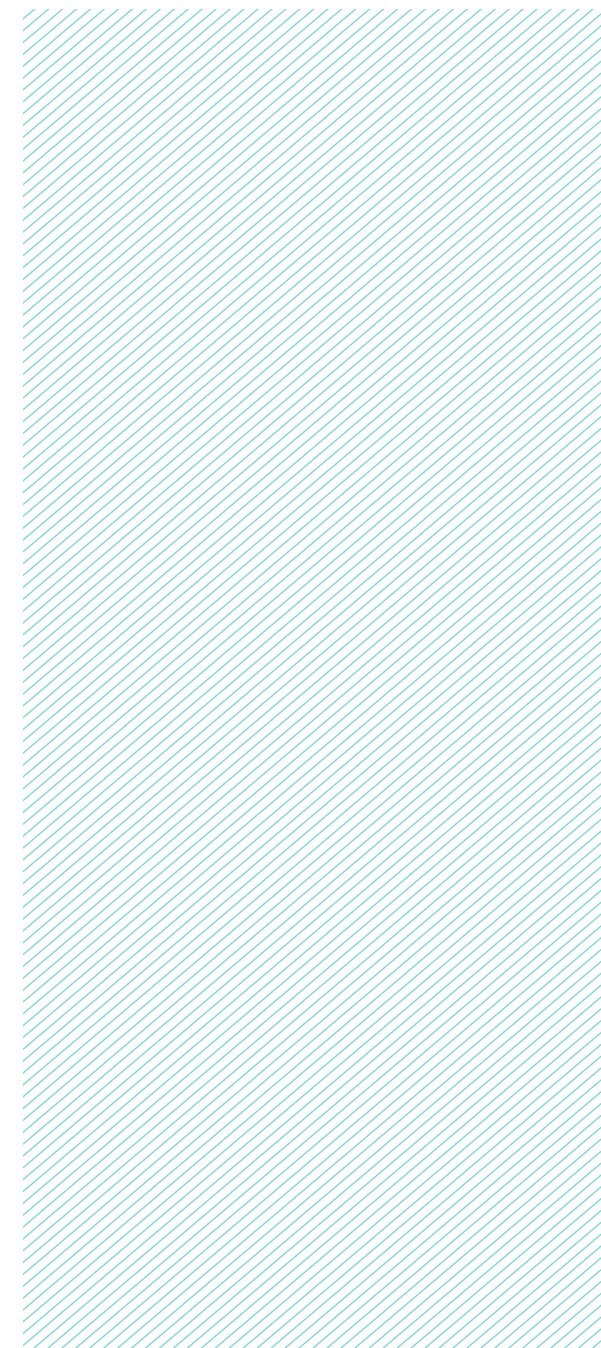
- **Number of learners flagged:** [Insert figure].
- **Year group breakdown:** [Insert KS3 vs KS4 data].
- **Common indicators observed:** [Insert top 3 indicators].
- **Emerging trends:** [e.g., high-risk cohorts in Year 8–10, persistent absence patterns].

5. Recommended actions

- Immediate priorities:
 - › Share flagged learner list with relevant internal and external colleagues (e.g., SENCo, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, senior leaders, local authority colleagues, etc.).
 - › Begin targeted interventions (e.g., personal guidance, employer encounters, work experience, etc.) and consider targeted additional support for parents/carers.
- Medium-term priorities:
 - › Integrate OnTrack+ insights into pastoral and curriculum planning.
 - › Record interventions in Compass+ for tracking and evaluation.
 - › Schedule regular meetings and information sharing schedule with relevant internal colleagues (e.g., SENCo, Careers Leader, Careers Adviser, curriculum teachers, pastoral leads, senior leaders, governor sub-committee(s), etc.).
 - › Schedule regular meetings and information sharing schedule with relevant external colleagues (e.g. local authority).
- Long-term priorities:
 - › Embed inclusion and NEET prevention into the school/specialist setting improvement plan.
 - › Develop governance reporting schedule for SLT and governors.
 - › Align approach to careers and NEET prevention with regional approach to September Guarantee and to local skills strategies, etc.

6. Strategic impact

- **Improved outcomes:** Early, targeted support strengthens inclusion and raises aspirations, while also helping to reduce the likelihood that learners will go on to become NEET. Trusted relationships: Early, targeted support as part of a wider parental engagement strategy, builds trust and more sustainable outcomes.
- **Whole-school/setting alignment:** Careers provision becomes a core lever for inclusion and equity strategies.
- **Alignment to wider regional priorities and planning:** Careers provision and reporting connects with regional approach to September Guarantee, local skills strategies, economic growth plans, and employer engagement approaches to ensure relevance and sustainability.
- **Accountability:** Enables evidence-based reporting to SLT, governors, parents and carers and external stakeholders.



The logo for COMPASS+ features the word "COMPASS" in a bold, black, sans-serif font. The letter "O" is replaced by a circular icon with a white plus sign inside, and the icon is filled with a horizontal gradient of colors: red, orange, yellow, green, and blue. A plus sign follows the word "COMPASS".

COMPASS+

The logo for The Careers & Enterprise Company consists of the words "THE CAREERS & ENTERPRISE" in a bold, teal, sans-serif font, stacked vertically. Below this, the word "COMPANY" is written in a smaller, black, sans-serif font. A thin teal vertical line is positioned to the left of the text.

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OnTrack+

Practice guidance for schools and specialist settings