



Vocational Profiling

Supporting delivery of Gatsby Benchmarks,

CDI Careers Framework

& Annual EHCP reviews from Year 9+

Pre-16 Vocational Profiling

Click [here](#) for documentation and resources available via the Hampshire VLE, including:

Guidance Document

Pre-16 Vocational Profile (VP)

Accessible symbols-based VP (for pupils with complex Communication and Interaction needs)

These documents were produced to target support for vulnerable groups, including Young People (YP) with an **EHCP** and identified **SEND** needs.

However, schools can also use VP as part of whole-school provision to align with statutory and regulatory expectations, including requirements linked to **Preparing for Adulthood** (PfA) pathways, **Gatsby Benchmark Standards** (2025/26), and the **CDI Career Development Framework**.

The Vocational Profile offers a single, consistent record that follows the young person across settings, including **PRU/AP**, supporting smooth **transitions, reintegration and continuity** from KS3 to KS5.

Post 16 Vocational Profiling

Schools and colleges would benefit from continuing to use and update the pre-16 Vocational Profile (VP) template when pupils transition to KS5, ensuring a consistent record of their strengths and aspirations. Although not all settings currently use a VP, its growing adoption means the template can be used more consistently over time. As VP use becomes more firmly embedded, the intention is that the same pre-16 VP is continued, updated, and built upon as the young person progresses through KS3-5, providing a coherent long-term record of their strengths, needs and aspirations.

Alternatively, schools and colleges may still access the original NDTI VP (previously used at post-16). Click [here](#) for access.

Vocational Profiles (VPs) are expected to be used as part of the **EHCP annual review process from Year 9**, supporting the four 'Preparing for Adulthood' (PfA) pathways:

- Employment
- Independent Living
- Community Inclusion
- Health

They link with and inform sections **relating to transport, money management, relationships, future education or training, and managing health needs.**

Please click on the following links for further information and advice:

[developing_outcomes_in_ehc_plans.pdf](#)

[Year-9-Annual-Review-Guide-updated-2025.pdf](#)

VPs also support delivery of the **Gatsby Benchmarks** (2025-26), ensuring:

- Visible leadership and whole-school strategic ownership of careers provision
- Sharper use of data and Labour Market Information (LMI) to inform decision-making
- A strengthened focus on inclusion and equity for every young person
- Clearer expectations for meaningful workplace experiences
- Systematic evaluation, drawing on feedback from pupils, parents/carers, employers and advisers
- Curriculum-linked careers learning embedded across subjects
- Systematic individual records of participation, aspirations, advice and destinations
- Consistent whole-school ownership and ongoing evaluation of CEIAG provision
- Strong pupil voice, including capturing *My Views* and personal aspirations
- A comprehensive understanding of a young person's aspirations, including work, life skills and social participation

How Vocational Profiles align with Gatsby Benchmark Standards (2025/26) and support EHCP reviews.

1. Strategically led careers programme

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>Provides pupil led evaluation/feedback on the school's careers programme</p> <p>Demonstrates whole-school commitment and leadership oversight of CEIAG.</p> <p>Enables continuous quality improvement through systematic evaluation.</p>	<p>Reflect career and employment related opportunities.</p> <p>Build self-awareness</p> <p>Record of achievements.</p> <p>Identify next steps.</p>	<p>Section 1 VP- 'Thinking About Me' links directly to Section A "All About Me" in EHCP- Info can be copied and pasted directly into this section or highlighted as 'See attached VP doc"</p> <p>Ensures fulfilling expectations from HCC annual review checklist form Y9</p> <p>Captures 'My View/ YP voice'</p> <p>Skills gaps identified through VP can be linked to IEP/SEN Support Plan targets.</p>

2. Learning from Career & Labour Market Information (LMI)

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>Shape careers activities using local labour market data</p> <p>Highlights gaps between pupils' self-knowledge and ambitions and availability compared to LMI.</p> <p>Data from VPs helps shape careers activities using local labour market data and student destination trends.</p>	<p>Access to high-quality LMI to inform decisions.</p> <p>Opportunity to build self-knowledge, focusing on identifying strengths.</p> <p>Communicate and advocate for adjustments/ adaptations needed.</p> <p>Test ideas against LMI and refine choices in light of 'real life' experiences; building in opportunities for parent/carer support.</p> <p>Opportunity to build self-knowledge.</p>	<p>Upload ambitions and 'likes' as well as exploration of LMI to reflect personal perspective.</p> <p>Demonstrate engagement in PfA under sections related to 'employment' and 'community inclusion'</p>

3. Addressing the needs of each pupil

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>Evidences pupil-voice and documents support of needs.</p> <p>Demonstrate focus on equity for SEND & disadvantaged pupils.</p> <p>Supports transitions between placements, maintaining consistency when a pupil is accessing PRU/AP.</p> <p>Supports reintegration, with VP used as a continuity tool.</p> <p>Evidences support and provides data for provision targeted at YP at risk of becoming NEET.</p> <p>Provides evidence of systematic participation.</p> <p>Supports building data around aspiration/destination.</p> <p>Sections on preferences and support needs can help personalise careers provision and remove barriers.</p> <p>Data on pupils' needs, can be evaluated against/built into the careers programme.</p> <p>Enables targeted support using systematic records and progression data.</p>	<p>Encourages high aspirations while grounding decisions in realistic options</p> <p>Ensures needs and aspirations are recognised early and provision is personalised.</p> <p>Clarifies what reasonable adjustments are possible within the career and pathway of choice – balancing rights (Equality Act 2010) and advocacy with skills and expectations of the workplace.</p> <p>Supports self-reflection balancing rights and advocacy with responsibilities when considering careers related options.</p>	<p>Year 9+: integrate VP into Section A: "All About Me", PfA outcomes, and transition planning via the EHC Hub.</p> <p>Copy & Paste or refer to VP to highlight strengths/interests.</p>

4. Curriculum linked careers learning in every subject

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>VP centralises evidence of careers learning across subjects for easier tracking and monitoring.</p> <p>Increased consistency across all subjects, ensuring careers links are more explicitly discussed and evidence recorded; Helping embed careers learning across all subjects with increased consistency.</p> <p>Provides data to review pupils' career related ideas to plan curriculum links and opportunities.</p>	<p>Draws attention from likes/strengths to potential future pathways.</p> <p>Allows for early discussion and exploration around reality of work environments and expectations to ensure work experience opportunities are well matched to maximise successful outcomes.</p> <p>Builds sense of achievement and belonging to support YP to thrive.</p> <p>Supports motivation and engagement through identifying ways they have made successful contributions and highlighting the difference they can make.</p>	<p>Reference subject-specific adaptations and supporting career goals.</p>

5. Meaningful and equitable encounters with employers

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>Using VPs from KS3 ensures earlier planning, intervention and preparation can be made- particularly for vulnerable groups.</p> <p>Data from VPs can help build a picture of YP strengths and interests, in order to actively seek opportunities and meaningful encounters.</p> <p>Plan encounters to boost aspiration e.g. HCC Skills Fair package. Contact Lisa Fox Enterprise Coordinator. Email: lisa.fox2@hants.gov.uk</p> <p>Provides evidence of progressive, sequenced employer encounters across year groups. Evidencing planning for equity of opportunity for Vulnerable Groups.</p> <p>Employer encounters can be planned from an earlier point based on a clear holistic picture of strengths and needs.</p> <p>Helps identify pertinent encounters to arrange for the pupil to become involved in.</p> <p>Ensures equity so <i>all</i> pupils receive meaningful encounters.</p>	<p>Gives clarity and realistic picture around availability of opportunity.</p> <p>Recording progressive encounters allows YP to build understanding and reflect on information gained from experiences year-on-year; providing a point of reference to return to and explore.</p> <p>Pre/post reflection sharpens relevance of encounters.</p> <p>Provides record of impact and supports reflection to examine successes.</p> <p>Enables problem-solving around challenges encountered and ongoing barriers, supporting more targeted discussion with Careers Advisor.</p> <p>Allows YP to self-advocate or be supported to advocate for reasonable adjustments.</p> <p>Before the encounter, discussion can identify if they feel the encounter will be relevant to them (identifying biases and level of prior knowledge).</p> <p>After the encounter: discussion can identify how the encounter was/was not relevant to them (comparing their self-knowledge with LMI).</p>	<p>Log encounters and support needs in Annual Review; add to Section A and progress notes.</p>

6. Meaningful workplace Experiences

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>VIP questionnaires (available via: Course: Hampshire Futures Careers Information Service Hampshire PALL) encourage parent/carer engagement and ensures that a holistic picture is gathered from multiple perspectives.</p> <p>As far as is practicably possible helps match accessibility needs with placements that can provide required adaptations.</p> <p>Allows practical arrangements to be planned at an earlier stage.</p> <p>Highlighting barriers and triggers early allows for planning to support success e.g. acknowledge and address anxiety and executive functioning difficulties, rehearsing life skills (catching a bus), rehearsing interactions etc.</p>	<p>At pre-planning stage use VP to consider adaptations and support required to make experience successful.</p> <p>Provides opportunity to have concerns and worries acknowledged with a supported plan to ensure gradual steps to success.</p> <p>Reflect on and evaluate workplace experiences – using feedback to acknowledge strengths and build confidence.</p> <p>Reflect on and address challenges that occurred, giving an opportunity to make adjustments for future success.</p> <p>Ensure increased relevance and quality of workplace exposure.</p>	<p>VP can be uploaded to demonstrate discussion and opportunity related to Work Experience, capturing transport needs/support and reasonable adjustments required for equity of access.</p> <p>Provides record of outcomes and next steps.</p>

7. Meaningful encounters with FE/HE

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
<p>VP can be shared as a 'passport' at key transition points, ensuring advice and decisions are tracked in one centralised document.</p> <p>Reflects expanded expectations for varied, meaningful encounters with post-16 and post-18 providers</p>	<p>Communicates support needs to providers; improves fit and preparation for transition.</p>	<p>Use Annual Review to explore post-16 options; add One-Page Profile to transition pack; record consultation with providers via EHCP Hub.</p>

8. Personal Guidance

Benefits for the school/ college	Benefits for the YP	Linking with EHCPs
Allows Careers Advisers the opportunity to tailor and ensure accessibility of sessions. Ensures tracking of advice and decisions.	Maximises impact of 1:1 Careers guidance, helping identify a focus for the session. Supports YP who struggle with social interaction or have communication and interaction needs.	Summarise guidance actions in Annual Review, update Section A and targets accordingly.

How Vocational Profiles contribute towards the CDI Career Development Framework

The CDI Career Development Framework is available [here](#).

Below are suggestions but schools/ colleges are encouraged to adapt use of the VP to individual needs.

The VP should be used flexibly to suit the context of the cohort of pupils being supported. Some sections may not be relevant to individuals being supported; equally, additional/other outcomes can be added and evidenced.

Key Stage 3

	Framework outcomes supported by Vocational Profiling
Grow yourself	<ul style="list-style-type: none"> • being aware of heritage, identity and values • being aware that learning, skills and qualifications are important for career • being aware of the sources of help and support available and responding positively to feedback • being willing to challenge themselves and try new things • recording achievements
Explore possibilities	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the range of different sectors and organisations where they can work
Manage career	<ul style="list-style-type: none"> • managing the transitions into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges – can be used where supported provision has been required e.g. PRU/AP provision – with VP being used to support integration, maintain links with mainstream provision and support reintegration. • looking forward to the future • imagining a range of possibilities for themselves in their career
Create opportunities	<ul style="list-style-type: none"> • developing the ability to communicate their needs and wants • being aware of the concept of entrepreneurialism and self-employment
Balance life and work	<ul style="list-style-type: none"> • being aware of rights and responsibilities in the workplace and in society • being aware of the concept of work-life balance • being aware of money and that individuals and families have to actively manage their finances

Key Stage 4

	Framework outcomes supported by Vocational Profiling
Grow yourself	<ul style="list-style-type: none"> • reflecting on their heritage, identity and values • responding positively to help, support and feedback • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning
Explore possibilities	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the range of workplaces and what it is like to work there
Manage career	<ul style="list-style-type: none"> • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks • building their confidence and optimism about their future • making plans and developing a pathway into their future
Create opportunities	<ul style="list-style-type: none"> • starting to take responsibility for making things happen in their career • being willing to speak up for themselves and others • researching entrepreneurialism and self-employment
Balance life and work	<ul style="list-style-type: none"> • developing knowledge of rights and responsibilities in the workplace and in society • reflecting on the different ways in which people balance their work and life • recognising the role that money and finances will play, in the decisions that they make and, in their life and career

Post-16

	Framework outcomes supported by Vocational Profiling
Grow yourself	<ul style="list-style-type: none"> • discussing and reflecting on the impact of heritage, identity and values • taking responsibility for their learning and aiming high • actively seeking out help, support and feedback • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others
Explore possibilities	<ul style="list-style-type: none"> • developing a clear direction of travel in their career and actively pursuing this • actively researching and reflecting on workplaces, workplace culture and expectations
Manage career	<ul style="list-style-type: none"> • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future
Create opportunities	<ul style="list-style-type: none"> • being proactive about their life, learning and career • representing themselves and others • considering entrepreneurialism and self-employment as a career pathway
Balance life and work	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • beginning to manage their own money and plan their finances (e.g. thinking about student loans)