**Building a Strategic Careers Plan**

**The aim of a strategic careers plan is to enable the Careers Leader to implement a progressive career programme, which:**

* is aligned to school, special school or college priorities
* meets the needs of ‘each & every’ student
* tracks the impact of careers provision

The Strategic Careers Plan, first conceptualised by Teach First in 2017, will be your ‘manual’ for how to achieve your strategic objectives. It will include timeframes, responsibilities, and evaluation plans. It will contain all the information needed to lead improvements in careers provision so that if you as Careers Leader were to leave, it could form a comprehensive handover document for any successor.

**This format follows the Teach First Strategic Careers Plan concept and includes:**

* Vision
* Current state
* Key strategic objectives (student-centred and measurable)
* Action plan to achieve objectives’

**Vision**

A concise, ambitious, and inspiring statement that articulates the wider vision of what the school’s careers provision aims to achieve for students. This should reflect ‘who you ultimately want students to be’. This vision should make reference to school’s vision statement. If your school has an Enterprise Adviser, please involve them and the link governor in the process of shaping and clarifying the vision for your careers provision.

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| **SLT Comments:**Anxiety reducedConfidence increased Ready for the adult world | **Staff Voice Comments:**Make no assumptionsRelatable role modelsTeacher journeysResilienceCase studiesEx student journeysRealistic guidanceWhy you come to school/learn | **Student Voice Comments:**Students included in vote taken for statement opening line. |
| School, Special School or College Vision Statement/Values: |
| An individualised education to improve life outcomesCare Adaptability Resilience Empathy |
| Vision for Careers Provision **Ideas**: |
| Gatsby benchmarks, Skills, knowledge and confidence, Experiences, Individualised, Prepared for life, Fulfil aspirations |
| Vision for Careers Provision **Statement**: |
| **‘Supporting students to prepare for their future, their way’**At Wessex Lodge School we aim to provide an individualised education to improve life outcomes. We recognise that supporting students to find the right pathway for them is a large part of this. Choosing which direction to take after leaving school is a big decision. We’re here to support our students and make sure they know all the options and routes open to them. Our Next Steps programme is designed to give our young people the skills, knowledge and confidence they require to find and access a career they will enjoy and thrive in.  |

**Reviewing Current Provision**

**Review the current provision of your school, special school, or college’s careers provision through:**

* Completing Compass.
* Carrying out a SOAR analysis (looking at its existing Strengths, Opportunities, Aspirations and Results).
* Local context: LMI, growth sectors, FE/HE provision, etc.
* Collecting and Reviewing Evidence, including Feedback, Careers Knowledge & Skills, Education Engagement and Destinations Data.

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| Compass - Current Compass Score: |

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| **Benchmark 1** | **Benchmark 2** | **Benchmark 3** | **Benchmark 4** | **Benchmark 5** | **Benchmark 6** | **Benchmark 7** | **Benchmark 8** |
| 64% | 100% | 100% | 25% | 100% | 100% | 100% | 100% |

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| Compass - Priority Benchmarks: | BM1: A stable careers programmeBM4: Linking curriculum learning to careers  |

**Strength of Careers Provision SOAR**

**Consider:**

* Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers.
* Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance.
* Reviewing Evidence: Feedback, Careers Skills & Knowledge, Education Engagement and Destinations Data.

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| **Strengths** Careers Lead is given time Mostly positive parent engagementStudents individual needs taken into accountCareers Lead undertaking appropriate CPDEach student has a folder with evidence of work completed, next steps and guidance notes (physical copy and on s-drive)More students have WEX placements than previous yearsProgress made with most benchmarks between Nov 22 and Feb 23 | **Opportunities**Find local employers to support programmeMake good links with FE colleges and apprenticeship providersTraining for all staff on delivering/implementing careers within subjects/ tutor timeUse CDI framework as a guide for LTPA school website with relevant careers information for students, parents/carers, school staff and stakeholders |
| **Aspirations** Options at end of year 9 to help with preparing for future pathwaysPreparing for work curriculum at year 12Careers embedded in curriculumRegular feedback requested and reviewed to improve service offeredQuality in careers standard award by 2026 | **Results**All students to make informed decisions for post 16Students to feel more prepared to make decisions, as a result of receiving CEIAG from year 7Increased engagement in all lessons |
| **Key priority/action areas from SOAR: Website needs updating and reviewing regularly, build relationships with employers, FE providers and external partners** |

**Key strategic objectives**

* Identify between 3-5 priorities for your Strategic Careers Plan.
* We recommend that you identify objectives, which relate to the development of careers provision in your school, special school, or college and that you identify at least one ‘whole school, special school, or college’s objective.

**Development of Careers Provision Objectives: Key Prompts**

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| **Vision:*** Should objectives be set around development/sharing of a vision?

**Current State:*** Should objectives be driven by review of evidence (including Destinations Data) from SOAR analysis?
* Should objectives be driven by key priority benchmarks or by sub benchmarks at a student level?
* Should objectives be driven by key SEND/vulnerable groups in your school, special school, or college?

**Whole School/College Objectives: Key Prompts:*** What issue(s) is your school, special school, or college ‘trying to solve’? Consider how Careers provision can add capacity, ‘part of the solution’
* Key issues for the school, special school, or college from the development plan
* Key areas for improvement from Ofsted
* Key thematic areas for the school, special school, or college (i.e., parental engagement, stakeholder voice, literacy, oracy, etc.)
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| **Key Strategic Objectives** |
| 1 | To build a whole school approach to careers |
| 2 | To update the website to include all statutory information |
| 3 | To update the careers policy and make it relevant |
| 4 | To incorporate the CDI framework into Careers programme |
| 5 | To build relationships with providers and employers |

 **Wessex Lodge School Strategic Careers Plan**

Vision Statement**:** ‘Supporting students to prepare for their future, their way’

Date of last review: 26/06/23

Date of next review: 19/07/23

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| **Key Strategic Objectives** |
| 1 | To build a whole school approach to careers |
| 2 | To update the website to include all statutory information and relevant content |
| 3 | To update the careers policy and make it relevant |
| 4 | To incorporate the CDI framework into Careers programme |
| 5 | To build relationships with providers and employers |

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| **School, Special School or College Name:**Wessex Lodge School**Career Leader Name:**Laura Gregg | **Date Strategic Careers Plan Created**:January 2023 (started)June 2023 (completed) | **Date approved by SLT:**June 2023 | **Date approved by Governors:****Pending** | **Proposed Review Date:**September 2023 |
| **Strategic Careers Plan - Academic Year: 22/23** |
| **Objectives***“What are the problems you are trying to solve?”* | **Actions, including CPD***“What would solve the problem?”* | **Responsible***“Who is responsible for each action?”* | **Time****“***When do you aim to have this completed by?”* | **Outcomes***“What would success look like?”* | **Progress** | **Link to BM** |
| **To update the website to include all statutory information and relevant content** | * **Content to be sourced and put together**
* **Vision to be finalised**
* **Websites to be selected**
* **Time to be allocated with relevant member of staff to upload and arrange content**
 | **LG** **LG****LG****LG, KS, BC, PR** | **July 23****June 23****June 23****July 23** | **A website that has all statutory requirements fulfilled. Careers information easy to find and relevant to staff, parents and students.** |  | **BM1****BM2** |
| **To update the careers policy and make it relevant** | * **Guidance to be read on what should be in policy**
* **Working group set up**
* **Draft policy created and reviewed**
* **Policy to be approved by KS and MD**
 | **LG, NT****LG, NT****NT, LG****LG,KS, MD** | **April 23****May 23****June 23****July 23** | **Policy with relevant statutory information and up to date programme and delivery methods** |  | **BM1** |
|  | **Strategic Careers Plan - Academic Year: 23/24** |  |
| **Objectives***“What are the problems you are trying to solve?”* | **Actions, including CPD***“What would solve the problem?”* | **Responsible***“Who is responsible for each action?”* | **Time****“***When do you aim to have this completed by?”* | **Outcomes***“What would success look like?”* | **Progress** |  |
| **To build a whole school approach to careers** | * **Whole staff CPD session on importance of careers in the curriculum**
* **1:1 meetings with curriculum leads**
* **Colour coded careers LTP to include subject specific content**
* **Training on the use of Careerpilot**
* **All students have access to Careerpilot**
* **Budget allocated to display materials for all classrooms and communal spaces**
 | **LG** **LG, curriculum leads** **LG** **LG+ mentors****LG BC** **CS, BC, LG** | **March 23 (new staff to be briefed during induction)****October/ November 23****July 24****December 23****September 23****September 23** | **Careers embedded in the curriculum and programme and tools understood by all** |  | **BM 1&4** |
| **To incorporate the CDI framework into Careers programme** | * **Research framework and how it is used elsewhere**
* **LG meet with Curriculum leads to discuss areas that fit well with subjects**
* **Link the framework to lessons and activities already in place (use CDI audit tool)**
* **Plan lessons and activities suitable to our students to meet objectives not already covered**
 | **LG****LG+ Curriculum Leads****LG****LG** | **July 23****October/ November 23****September 23****July 24** | **Framework understood by all and used to guide learning objectives**  |  | **BM 1&4** |
| **To build lasting relationships with providers and employers** | * **Find suitable employers**
* **Research and contact local FE and apprenticeship providers**
* **Build a database of partners**
* **Host events and invite partners to attend**
* **Request feedback post event from all involved**
* **Regular contact and monitoring of relationships**
 | **LG** | **Ongoing****September 23****Ongoing****July 24****Ongoing****Ongoing** | **A database of partners who will support the careers programme** |  | **BM 5,6&7** |
|  | **Strategic Careers Plan - Academic Year: 24/25** |  |
| **Objectives***“What are the problems you are trying to solve?”* | **Actions, including CPD***“What would solve the problem?”* | **Responsible***“Who is responsible for each action?”* | **Time****“***When do you aim to have this completed by?”* | **Outcomes***“What would success look like?”* | **Progress** |  |
| **To work toward achieving the Quality in Careers Standard** | * **Deep dive on Careers using the standard guidance**
* **Identify areas of strength and weakness**
* **Plan for improvements**
* **Identify suitable assessor**
* **Allocate budget**
 | **LG, BC, KS****LG, KS, BC****LG, BC****LG****LG, CS** |  **October 24****October 24****November 24****July 25****May 25** | **Provision ready for Quality in Careers Standard assessment** |  | **All BMs** |