

## Careers Strategy

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
<p><b>Develop a 3 year careers programme that meets the needs of all pupils and shows clear progression from year 7 through to 11.</b></p>	<p><b>Embed careers into the curriculum - and not just via PSHE - so that all HOD and subject teachers understand that they have an integral part to play in developing the students' understanding of the world work and further education.</b></p>	<p><b>Develop a strong network of HE/FE providers, employers, employees and alumni so that the students have a good understanding of the 'outside world', especially with regards to Labour Market Information.</b></p>
<p>Gatsby Benchmark - 1; 2; 3; 4; 8.</p>	<p>Gatsby Benchmark - 2; 3; 4.</p>	<p>Gatsby Benchmark - 2; 5; 6; 7.</p>
<ul style="list-style-type: none"> <li>- Audit of the PSHE curriculum. A clear progression will be seen from years 7-11.</li> <li>- Greater engagement from form tutors and HOY in monitoring and evaluating how pupils engage with careers. Evidence by pupil and staff voice.</li> <li>- Pupil voice activities will show progression in understanding and skills from years 7-11.</li> </ul>	<ul style="list-style-type: none"> <li>- CPD time with staff to discuss careers in the curriculum and share ideas / resources.</li> <li>- Evidence of careers related activities taking place at least once a year in each subject area. Pupils are able to reference this during pupil voice activities. They are also more aware of their own strengths and interests.</li> <li>- Pupils will make deliberate options choices in Year 9, linking careers to GCSE choices.</li> <li>- Unifrog will be launched across all year groups and engagement monitored by form tutors / HOY.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of outside speakers from the world of education and employment being used in subject areas. It is not just the careers lead securing these opportunities for the pupils.</li> <li>- Database of employers / employees / alumni created and used regularly to introduce the students to more options. This is linked to pupil choice / interest.</li> <li>- The vast majority of students in Year 10 have a meaningful WEX experience.</li> </ul>

## Short Term Careers Action Plan

Short Term Careers Action Plan								
Strategic Objective	Yearly milestone	Micro-step	Who is responsible?	Deadline	Resources required	Status/ Progress	Evidence of success - if appropriate	Last updated
1. Develop a 3 year careers programme that meets the needs of all pupils and shows clear progression from year 7 through to 11.	Audit current careers provision (currently delivered via formation sessions of 'In the News' and PSHE) and make a plan for addressing gaps.	Liaise with the PSHE Lead. Establish where there are gaps in provision. Use student voice here - <i>refer to objective 3</i> . Does the programme show real progression as the students move from year 7 to 11? Create a progression plan for careers and PSHE.	CL and PSHE Lead	Autumn	Already in-house		Comprehensive careers plan for PSHE from Yr 7 to 11.	
		Work with the HOY to make the necessary changes to the PSHE curriculum. Make use of Unifrog here as we already have this as part of our package. Ensure it provides the pupils with accurate and up-to-date information. New resources can be trialled in the summer term before being launched fully in 2024-25.  CPD for staff re. LMI - <i>refer to objective 3</i> .	CL, PSHE Lead and HOY	Spring	Printing of PSHE workbooks		New PSHE Resources  Pupil and staff voice - increased confidence	

		In a similar way, audit the careers section of the Personal Reflection booklets used in form time. Are they appropriate and meaningful? Amend as necessary.	CL and Formation Lead	Autumn - ready for the Spring term. Fully relaunched (because of printing constraints) in 2024-25	Printing of Personal Reflection booklets		Amended personal reflection booklets	
	Greater status given to careers by the entire school community.	Add a careers slide to the weekly staff briefing so that staff see it as a priority and gain more confidence in making links to it in their discussions with the pupils.	CL	Autumn and ongoing			Staff voice - greater awareness and confidence.  More careers orientated conversations with the students.	
		Regular careers related features in the school newsletter. Regular emails sent to pupils, parents and staff. Make use of the big screens across the school.	CL and other staff that contribute to careers	Autumn and ongoing			Pupil and parent voice - greater awareness and confidence.  More careers orientated conversations with the students.	
		Careers presence at school events - starting with Year 9 Options evening and Year 11 Information evening. Also, targeted use at ks3.	CL / Careers Advisor	Autumn and ongoing			Pupil and parent voice - greater awareness and confidence.	

	Re-launch Unifrog (we have not yet maximised its potential). Pupils, parents and staff engage fully with the platform and pupil activity is tracked.	Assembly to re-launch Unifrog. Letters to parents. CPD for staff on how to use the platform.	CL and Unifrog link / rep	Autumn	Cost of annual Unifrog package - approx £2500		Greater engagement with Unifrog - CL can monitor this.	
		Pupils are given time to access Unifrog and complete specific tasks / activities which relate to the Unifrog careers path during the PSHE drop-down days / form time. Form tutors monitor engagement and intervene as necessary. CL monitor staff engagement.	CL, HOY and form tutors.	Autumn and ongoing	As above		Greater engagement with Unifrog - CL can monitor this.	
		Make use of the Unifrog resources specifically for Year 9 - options; Year 10 - WEX and Year 11 - applications.	CL, HOY and form tutors.	Autumn and ongoing	As above		Greater engagement with Unifrog - CL can monitor this.	
<b>2. Embed careers into the curriculum - and not just via PSHE - so that all HOD and subject teachers understand that they have an integral part to play in developing the students' understanding of</b>	Audit the current links made to careers in the different subject areas and make a plan for addressing any gaps.	Meet with HOD and provide examples of how they can make 'easy' links to careers in their subject areas. Encourage like minded staff to lead the way with this and support others.	CL and specific HOD.	Autumn and ongoing	Already in-house		Pupil and staff voice - greater awareness and confidence.  More careers orientated conversations with the students.  Book trawls and LWs.	

the world of work and further / higher education.		Department staff need time to meet, discuss and prepare resources. Possible links made with local schools. Staff also source their own careers links to bring their subject area 'alive' - <i>refer to objective 3.</i>	Liaise with the SLT lead for CPD.	Autumn and ongoing	As above		Department minutes. Amended / updated resources.	
		All subject staff make links to careers during National Careers Week in March.	All teaching staff	Spring	As above		Pupil and staff voice - greater awareness and confidence.  More careers orientated conversations with the students.  Book trawls and LWs.	
	Staff are on board and supportive of the whole school careers vision	Present the careers strategy to staff to emphasise the importance of an effective careers programme and the part they play in the delivery of it.	CL	Autumn	As above		Conversations with and between staff	
		A careers section in the library is created. Source high quality materials to share with the school community. As part of	Librarian	Autumn	The Careers People newsletter - £200		Library display. Evidence of pupils accessing the resources - pupil voice.	

		this a careers weekly newsletter will be purchased and distributed to all key stakeholders.						
<b>3. Develop a strong network of HE/FE providers, employers, employees and alumni so that the students have a good understanding of the 'outside world', especially with regards to Labour Market Information.</b>	Create a database of contacts / stakeholders which can be called upon to support with the delivery of the careers programme.	Send requests for contacts to parents, students and staff via letters (ParentMail), emails and the school newsletter. Publicise the database at school events, such as parents evenings. Compile database, which can be added to.	CL	Autumn 1	Already in-house		Database of contacts	
		Create the 'Access Alumni' series, in which past CW students are invited into school to talk about their career path since leaving CW. Target students for these events.	CL	Ongoing - start Autumn 2 and then every half term / month	Already in-house		Student voice / stakeholder feedback following these events	

	<p>Careers 'speed dating event' held in Autumn 2. All of Year 10 and 11 move around the speakers in a 'speed dating' style set up.</p>	CL	Autumn 2	Already in-house		Gather feedback from all stakeholders afterwards.	
	<p>Key stakeholders invited into school during National Apprenticeship Week (February) and National Careers Week (March). A series of interactive talks take place. <b>Make sure we are meeting the requirements of PAL (Jan 2023 update) - link to objective 1.</b></p>	CL	Spring	Already in-house		Gather feedback from all stakeholders afterwards.	
	<p>Encourage HOD / subject teachers to make outside links and utilise these in the delivery of their curriculum - <i>link to objective 2.</i></p>	CL and HOD	Autumn and then ongoing	Already in-house		Gather feedback from all stakeholders afterwards.	

		The stakeholder database can be accessed by Year 10 to explore WEX opportunities. Form tutors have a knowledge of student interests and match them accordingly.	CL, HOY for Yr 10 and form tutors.	Spring 1 ready for July WEX	Already in-house		WEX Unifrog overview	
	Improve the school community's understanding of LMI, and how this should be applied to career choices.	Baseline assessment of LMI: What knowledge do students, parents, teachers have of LMI. Create assessment questions, design and distribute the survey.	CL	Autumn 2	Already in-house		Gather feedback from all stakeholders	
		Targeted workshops designed based on baseline survey	CL and Head of PSHE	Added to next year's PSHE schedule	Unifrog PSHE resources - already part of the package we pay for		Gather feedback from all stakeholders afterwards.	



		<p>Weekly careers newsletter published and shared with all stakeholders containing important LMI. LMI information is also available on the school website. CPD for staff on LMI and how they can / should apply this to their subjects.</p>	<p>CL</p>	<p>Autumn and then ongoing</p>	<p>£200 cost of the newsletter from 'The Careers People'.</p>		<p>Pupil, parent and staff voice shows a greater understanding of LMI. Pupil voice shows pupils feel more confident about their next steps and parent voice shows parents feel more confident in supporting their children.</p>	
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