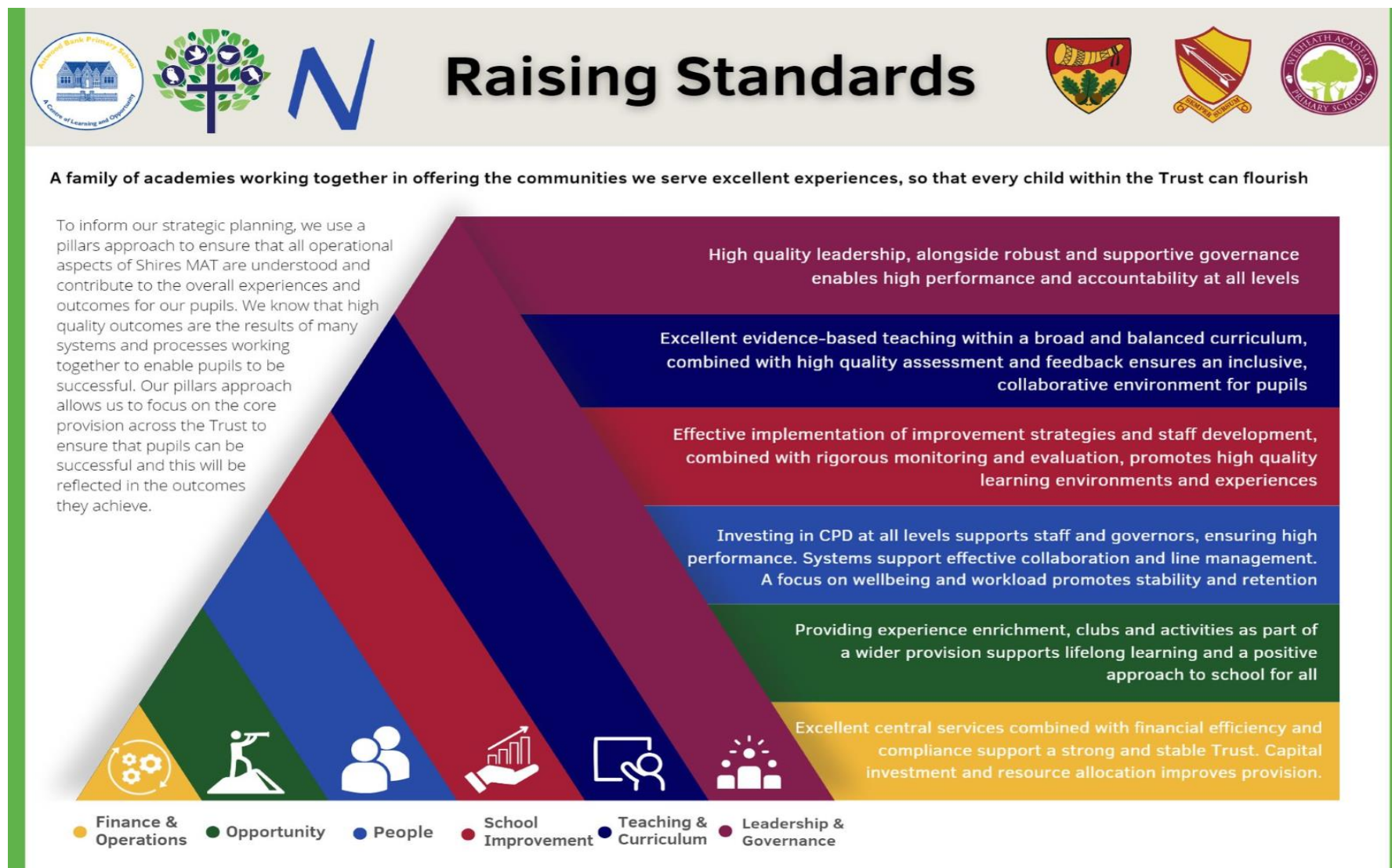


## Careers Development Plan 2025-26 – Studley High School

Shires MAT aims for schools to align their whole school learning and development plan to the Shires MAT strategic plan, where appropriate. This plan outlines the key priorities across the full provision within the school. The plan has been developed with reference to the Shires MAT strategic plan and should also be viewed alongside specific faculty/department or phase development plans within each school, ultimately linking into appraisal for all staff.



### Shires Strategic Plan- Pillar numbers

- 1. Leadership, Governance and systems:** To develop and embed a robust Governance Structure to ensure excellent governance provision at all levels. Develop integrated leadership across the Trust to ensure that Aims and Vision are delivered.
- 2. Teaching and Curriculum:** Develop a consistent approach to evidence-based practice to improve standards of teaching across the Trust. Develop a ‘through’ curriculum supporting the development of knowledge and skills required to be successful learners.
- 3. School Improvement:** Implementation of change, combined with monitoring and evaluation supports high quality learning environments across schools.
- 4. People:** Embed high quality CPD to support the development of all staff. Effective collaboration and line management. Actively promote strategies to reduce workload and improve staff wellbeing and retention.
- 5. Opportunity:** Ensure the Shires DNA supports all pupils in gaining a rich experience within and beyond the classroom.
- 6. Finance and Operations:** Increase the number of schools within the MAT to reflect the vision for a strong Trust serving the local area. Develop a ‘central’ function and compliant provision to support the development of the TRUST, in line with financial efficiency.

*SDPs do not need to have targets linked to each pillar. The number of targets set is a matter for the Headteacher and the Governing body but as an indicative guide, small primary schools might set 3 key priorities, large primaries 4-5 and secondary schools 4-6.*

#### Monitoring of this plan:

- reviewed on a ½ termly cycle at SLT meetings (report to CEO)
- updates/presentations on progress presented to governors at each LGB meeting.
- Link governors will have at least two meetings with key staff linked to each strand across the year.
- Individual strands will also be discussed/managed through SLT line management meetings
- Termly RAG rating against all priorities.

#### Summary of SDP 2024-25 (Studley High School)

Why?	Key Priority	Links to pillars	Lead
Early exposure to career options can introduce students to paths they may have been unaware of. It helps to break down stereotypes and students in year can make informed choices about the GCSE options. It can also influence their post 16 choices. Students can see real world relevance to their education and helps them to stay motivated. Meeting professionals can inspire students.	Raise awareness of career pathways including emerging industries, promotes inclusivity and encourages aspirations. Students can learn to develop employability skills and encourages a growth mindset.	School improvement Opportunity  Teaching & curriculum	RD

Linking careers in the curriculum Careers champion	Show how school subjects relate to real world careers – see the value of their education. Make informed choices about GCSE and future pathways. Improving engagement, lessons feel more purposeful when link to future goals.	Teaching & Curriculum	RD
Evaluation of careers activities	To measure impact and outcomes. Help us to improve the quality of our careers programme with all stakeholders. We can offer tailored support. Evaluation can help us with strategic planning and compliance with the Gatsby Benchmarks	School improvement	RD
Staff training	To ensure staff feel confident, informed and aligned with the school's careers strategy. There will be consistency with reinforcing key messages, confidence to talk about careers and progression pathways. Links to careers in the curriculum. It will build a culture where careers education and a whole school approach where careers is everyone's responsibility.	School improvement Teaching & Curriculum  People	RD
Unifrog	Track activities and highlight key groups that need support and support with Gatsby Benchmarks. Students can develop independence in researching careers and pathways and feel empowered to take control of their future.	School improvement opportunity	RD

Full SDP linked to key priorities identified

**Priority 1. Careers Days for year 7-10**

<b>Actions</b> Hold a careers day or event for each year group on separate days across the year. A mix of visitors and in house delivery. This may be an enterprise day for year 9.	<b>Monitoring activity/Evaluation</b> RD – plan JSmith/JSidhu - support with timetabling RD – evaluations from students, staff and any visitors	<b>Key Outcomes</b> Increase awareness of career options including T levels, apprenticeships, university. Improve understanding of skills and qualifications – relevance of school subjects to real world jobs (Gatsby Benchmark 4) Raising aspirations and motivation by meeting professionals and hearing real life stories. Enhance employability skills – communication, problem solving, professionalism, teamwork Students can reflect in their own interest and strengths to support career thinking. Create stronger employer engagement Evidence Gatsby Benchmarks – 3,5,6	<b>Time/Monitor point</b>  Nov	<b>Resourcing</b> Planning time - staff Refreshments RD time in planning and overseeing
<b>Termly review and evaluation</b>				
Autumn	Spring	Summer		

<b>Priority 2. Departmental careers champion</b>				
<b>Actions</b> Careers Champion this would be a member of staff from each department who would support Careers lead in promoting careers related learning. Highlight and identify career links in the subject, work with department to embed	<b>Monitoring activity/Evaluation</b>  RD	Strengthens Gatsby Benchmark 4 Builds staff confidence and engagement in careers education Improve consistency and visibility of careers across the school Enhance student understanding of subject relevance to future pathways	<b>Nov</b>	<b>Resourcing (including personnel)</b>  RD time to set up and support Teacher time

careers links. Help to coordinate careers related activities in their area. Share departmental feedback and ideas				
<b>Termly review and evaluation</b>				
Autumn	Spring	Summer		

<b>Priority 3. Evaluations from all stakeholders</b>				
<b>Actions</b> This will enable us to continually develop the careers program, tailor support, keep up to date to meet Gatsby Benchmarks Tailor the programme to suit all students needs	<b>Monitoring activity/Evaluation</b>  <b>RD – send questionnaires after events, at key points in school year</b>	<b>Key Outcomes</b> Student voice – learn how prepared they are for next steps, career readiness. Compliant with Gatsby Benchmarks Strengthen relationships with employers, FE/HE Parent voice – to understand what they need from the careers programme. Staff – confident in what they understand about careers. Ensure inclusivity and reach – making sure that all student groups are receiving tailored support. Ensure a high-quality programme is being delivered	<b>Time/Monitor point</b> After each event	<b>Resourcing</b> RD – time sending and evaluating
<b>Termly review and evaluation</b>				
Autumn	Spring	Summer		

<b>Priority 4. Staff training</b>				
<b>Action</b> To ensure that all teachers/LSA can support students with making	<b>Monitoring activity/Evaluation</b>  <b>RD/RE - deciding how to deliver information to staff</b>	<b>Key Outcomes</b> Have an overview of the schools' careers strategy and Gatsby Benchmarks, understand roles and responsibilities. Understanding the	<b>Time/Monitor point</b>	<b>Resourcing</b> RD time to prepare training & deliver in

<p><b>informed decisions about their future.</b></p>		<p>importance of benchmark 4 in linking careers to the curriculum. Awareness of post 16/18 routes – A level, T level, Btec, Apprenticeships, University.</p>	<p><b>Dec</b></p>	<p>person or email information</p>
<p><b>Termly review and evaluation</b></p>				
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>		

<p><b>Priority 5. Embed Unifrog</b></p>				
<p><b>Actions</b></p> <p>Unifrog is a valuable resource for students to explore about career pathways. It also helps to generate reports to ensure we are meeting the Gatsby Benchmarks.</p> <p>Have student ambassadors who can champion the use of Unifrog and support with assemblies, activities.</p>	<p><b>Monitoring activity/Evaluation</b></p> <p>RD, HOY, form tutors</p>	<p><b>Key Outcomes</b></p> <p>Student ownership – used regularly to explore career pathways, goal setting, track competencies.</p> <p>Encourage parents to login and support their child to use the platform</p> <p>Evidence Gatsby Benchmarks</p> <p>Staff to use to link to careers in the curriculum</p>	<p><b>Time/Monitor point</b></p> <p>Nov</p>	<p><b>Resourcing</b></p> <p>RD time to sort resources</p> <p>Teacher time</p>
<p><b>Termly review and evaluation</b></p>				
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>		

