Benchmark 1: Building a Strategic Careers Plan

A strategic plan ensures that the Careers Leader can implement the careers programme and track/measure impact across all year groups.

Building a strategic plan can support with improving outcomes for all students, meeting Gatsby Benchmarks and encourages a whole school approach by embedding careers across the curriculum.

The diagram below depicts the relationship between all parts of your career programme, the CDI Framework, the Gatsby Benchmarks, Compass+ and the North East Ambition audit tool and ultimately the achievement of the Quality in Careers Standard (QiCS).

Step 1: Careers vision

Your school's careers vision should be a concise, ambitious, and inspiring statement that articulates what your careers provision aims to achieve for students. This should reflect 'who you ultimately want students to be'. This should also reference and tie in with the school's wider vision statement.

It is important to involve all key stakeholders in this process by asking for their feedback. This includes working with your Enterprise Coordinator and Enterprise Adviser to develop your statement.

SLT comments:

Link Governor Comments:

Enterprise Adviser Comments:

Parent Voice Comments:

Student Voice Comments:

Staff Voice Comments:

Schools Vision Statement:

Vision for Careers Provision ideas:

Vision for Careers Provision Statement:

Step 2: Your current position

Review current strengths and areas for improvement to help develop your strategic plan. This can be done by analysing Compass scores, destinations data, LMI, vulnerable cohorts and through SWOT analysis looking at your strengths, weaknesses, opportunities, and threats.

Current Compass Score

Priority Benchmarks

Destination Data

LMI – local and regional context

Vulnerable cohorts/gaps in outcomes

Career Provision SWOT

Consider the following: Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers, Impact Measurement, Evaluation, 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.

Strengths

Weaknesses

Opportunities

Threats

Key priority/action areas from SWOT:

Step 3: Key strategic objectives

Pull together information from your vision and current position to set objectives. This will drive action planning and inform the content of your careers programme.

What are you trying to solve? How could you solve it? What does success look like?

Consider writing your objectives as a solution to your school's development plan. What specific issues is your school/college trying to overcome and how can careers support that?

- Identify between 3 - 5 objectives for your Strategic Careers Plan
- We recommend that you identify objectives, which relate to the development of careers provision in your school/college AND that you identify at least one 'whole school/college' objective

Some things to consider:

Vision
- Should objectives be set around development/sharing of a vision?

Current State
- Should objectives be driven by destinations data or other outcomes from SWOT 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/college?

Whole School/College Priorities:
- What issues is your school 'trying to solve'? Consider how careers provision can add capacity and can be 'part of the solution'.
- Key issues for the school from the SDP
- Key areas for improvement from Ofsted
- Key thematic areas for the school (i.e. parental engagement, stakeholder voice, literacy, oracy, etc.)

Key Strategic Objectives

1

2

3

4

5

Step 4: Action plan

The final stage is to identify how you can meet your strategic objectives and fulfil your vision. This includes key actions, timeframes, responsibilities, and evaluation plans.

This should also be shared with key stakeholders for feedback.

Use the Action Plan Template from your Enterprise Coordinator to support with this.

Part 2: Developing a Stable and Progressive Careers Programme

A careers programme is more than a list of activities, it is a scheme which achieves the aims set out in your vision and strategic objectives. Each activity in your programme should be linked to planned learning outcomes and demonstrable progression.

Personal Effectiveness, Career Readiness

A good careers programme will aim to develop personal effectiveness (self-belief, motivation, and persistence) and careers readiness (career planning, information seeking and work readiness).

What do you want students to know and understand to develop personal effectiveness and careers readiness?

The answer to this should be shaped by your vision and strategic objectives developed in your strategic plan. For example, your plan may have a focus on equality, diversity, inclusion, and stereotyping.

When considering personal effectiveness and career readiness, what skills would you want students to develop?

For example, decision making and research skills.

Employability Skills

Employability skills are a part of a wider school/college responsibility.

Consider:

- The skills that are already outlined in your school/college development plan
- The skills you have included your strategic careers plan
- The key skills identified as essential to North East LEP Growth Sectors

How can you embed these skills into your programme?

Look at Skills Builder which is a free resource that shows how to build essential skills at any stage.

Learning Outcomes (LO's)

What specifically do you want students, in each Key Stage, to be able to understand or do to fulfil your strategic objectives and vision?

Key benefits of including LOs in your programme:

- LO's ensure that the programme is progressive and builds on what has gone before and prepares for what is next
- They help to create a definition of careers in your school/college and this can be shared and understood across all key stakeholders
- They help to fulfil strategic objectives and vision – they give structure to the ultimate aims of your plan
- They allow identification of strengths and areas for development within the current programme and inform a plan for improvement

The CDI Framework has mapped out careers learning outcomes from KS2 upwards and suggests activities to help achieve these.

Once LO's have been established, use the LO Audit Tool to identify where LO's are/are not currently being met and use this to fill gaps. Make sure you use Compass+ to track, record and celebrate where LO's are already being met.

Making it Meaningful Cycle

1. What is the LO?
2. When does the LO take place? Is there sufficient time to develop this?
3. Is it audited, tracked, or recorded?
4. If there is a gap, where can the LO be addressed most effectively?
   Curriculum learning, careers day, bespoke event etc.

Who?

For true development of personal attributes this requires a whole school/college approach. Consider who can support each activity: form tutors, curriculum staff, SLT, employers, alumni, students, or a whole-team approach.

Delivering staff briefings before events can encourage a shared vision and improve chances of meeting the learning objectives for that event.

Part 3: Presenting your Careers Programme to Key Stakeholders

It is essential for key stakeholders to know what you are working towards and how you are going to get there. However, they do not all need the level of detail shown in your careers programme.

Key Stakeholders to Consider:

- Students
- Staff
- Governors
- Employers
- Parents
- SLT
- Enterprise Adviser
- Ofsted

These stakeholders need different information and insight into your programme. Consider what each group of stakeholders may need to know about the intent of your programme (vision, LO's, statutory expectations), the delivery of activity (Benchmark progress, progress of specific cohorts, key partnerships, employer links) and impact of the programme (destinations data, evaluation process, success stories, student progress).

The Enterprise Coordinator team at the North East LEP and your matched Enterprise Adviser, can support you with this messaging by co-hosting Teacher CPD sessions tailored to your school/college.

Teacher CPD

The Enterprise Coordinator team are happy to come into school and deliver CPD to all staff, teachers and/or governors. We can be flexible with format to whatever is best suited for your school. For example, an hour CPD to include a presentation and discussion activity or a 30-minute CPD to include presentation and Q&A.

Types of CPD and themes delivered:

- The North East Strategic Economic Plan, the benchmarks, and the importance of a whole school approach
- The benchmarks and linking careers to the curriculum
- The benchmarks, Ofsted, and curriculum projects
- SEND and the benchmarks
- Tracking and the benchmarks
- LMI - North East Labour Market information and how to use it in the classroom

We encourage schools/colleges to use a three-pronged approach to Teacher CPD sessions for all topics.

1. Careers Lead sets context to school/college vision around CEIAG and the career programme
2. Enterprise Coordinator provides context to the role of the North East LEP, background around the Gatsby Pilot and importance of a whole school approach to benchmark achievement
3. Enterprise Adviser provides context of their role in supporting the school from an employer perspective

We would advise you to include Teacher CPD sessions as part of your progressive careers plan on at least a yearly basis to keep up to date with LEP developments and changes in staffing can be sure to have all the information they need.

Careers Website

Your website acts as a 'shop window' for the careers provision that your school offers.

This will be accessed by multiple stakeholders and will have to meet their needs and fulfil statutory requirements.

The careers section of your website should be easily identifiable to all users. Ideally, Careers Education would have its own tab, with a CEIAG overview and the sections below as sub-headings. Naming your careers page CEIAG is confusing for most users, keep it simple and use the word careers in your title.

Use the guide below to develop your website to meet the needs of all stakeholders.

Page	Content with links/resources you could include

CEIAG Overview
 	
(Make it clear what CEIAG stands for)
	Overview of Careers Education at your school
	
	The following comes under statutory guidance and so must be included on your website:
	
	• Details of how to contact the Careers Department including name, email address and telephone number of the school's Careers Leader.
	• A summary of your careers programme, including details of how pupils, parents, teachers, and employers can access information about the careers programme.
	   This summary should not just show a series of events but the progressive nature of your programme and how it builds on what has gone before and prepares for what is next.
	   Consider using these roadmap templates:
	   Pre-16 template
	   Post-16 template
	
	• Details of how the school/college measures and assesses the impact of their careers programme.
	• The date that the school/college will next review their programme and evaluation processes.
	• Include a Provider Access Statement
	
	Provide a statement that gives information about the independent career's guidance on offer. This can include:
	
	• Guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
	• Information is shared on the range of education and training options, including apprenticeships and technical education routes.
	• Guidance is given to promote the best interests of the pupils who receive it.
	• Ideally, the contact details of the Careers Advisor, including their availability and where they are based.

Students	• Where and when they can access careers guidance and from whom. • Programme of activity. Consider using these roadmap templates: Pre-16 template Post-16 template

- Posters about open days, apprenticeships, and other training opportunities.
  - <u>FutureMe</u> - Students taking part in FutureMe will have access to a range of activities and events to support them in considering their future options
  - <u>UCAS</u>
  - <u>Amazing Apprenticeships</u> - Quizzes and information on all levels of training opportunities. Filter to students.
  - <u>Government</u> support on finding apprenticeships

- Student friendly LMI.
  - <u>North East Ambition video directory</u>
  - <u>icould</u> – careers information by curriculum subject and LMI
  - <u>Careerometer</u> Widget – this uses LMI to help explore and compare key information about occupations

- Free online resources.
  - <u>National Careers Service</u>
  - <u>BBC Bitesize Careers</u>

- Include details of the North East LEP Twitter page, @NorthEastLEP, and the school/college careers Twitter page.

Parents	
	- Explain what their child can expect from the careers provision at their school. This could be formed by your careers vision statement.

- Programme of activity.

  Consider using these roadmap templates:

  <u>Pre-16 template</u>

  <u>Post-16 template</u>

- Explanation about the Gatsby Benchmarks
  - <u>Good Career Guidance</u> – an overview of the Gatsby Benchmarks
  - A visual of the Gatsby Benchmarks

- Explanation about LMI
  - <u>Where the work is</u> – regional LMI
  - <u>North East Data Hub</u> - an online platform designed to bring together all the key data about the North East

- Free online resources
  - <u>FutureMe</u> – higher education guide for parents and carers
  - <u>UCAS</u>
  - <u>National Careers Service</u>
  - <u>Amazing Apprenticeships</u> - Information on all levels of training opportunities. Filter to parents.
  - <u>Success at School</u> – parent zone

- Special Educational Needs & Disabilities (SEND)
  - <u>Preparing for Adulthood</u> - provide expertise and support to local authorities and their partners to embed preparing for adulthood from the earliest years.

- Include details of the North East LEP Twitter page, @NorthEastLEP, and the school/college careers Twitter page.

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Teachers	• Explanation about the Gatsby Benchmarks

	– <u>Good Career Guidance</u> – an overview of the Gatsby Benchmarks
	    – A visual of the Gatsby Benchmarks
	    – Link to <u>statutory careers guidance</u>
	        – <u>Click here to access our at a glance guide to the new statutory guidance for schools</u>
	        – <u>Click here to access out at a glance guide to the new statutory guidance for colleges</u>
	    – Link to the <u>Careers Strategy</u>

	These points highlight linking curriculum learning to careers.
	• Explain how teachers can get extra support with linking curriculum learning to careers. Are there careers champions they can talk to or planning meetings that they can join? See Teacher CPD options hosted by the LEP.
	– <u>STEM Ambassador Hub</u> – <u>Amazing Apprenticeships</u> - Quizzes and information on all levels of training opportunities. Filter to teachers.
	• Include details of the North East LEP Twitter page, @NorthEastLEP, and the school/college careers Twitter page.
Employers	• Include a statement about how employers are an important component in your careers programme. This could include an explanation of the Gatsby Benchmarks focusing on BM4, 5 and 6.

	– <u>Good Career Guidance</u> – an overview of the Gatsby Benchmarks
	    – A visual of the Gatsby Benchmarks
	    – <u>Careers in Context: a can-do guide for employers</u> – this guide sets out examples from employers who have already achieved impact and aims to give confidence and inspiration as employers plan activities.
	    – <u>How to support careers and enterprise activities in schools: A practical guide for employers</u>

	• Outline how you currently work with employers and the type of activities they are engaged in. • Outline ways employers can support your careers programme. • Other projects they can get involved with:

	– Highlight that employers who wish to support schools strategically can sign up to become an Enterprise Adviser.
	    – Direct employers to the North East Ambition website for advice on running wide-reaching careers initiatives.
	    – Employers can contact us: <u>goodcareers@nelep.co.uk</u>

	• Include details of the North East LEP Twitter page, @NorthEastLEP, and the school/college careers Twitter page.

Part 4: Evaluating your Programme

Continuous improvement to your careers programme relies on evaluation-based feedback from key stakeholders.

Careers Leaders should use this data to reflect on their existing programme, inform planning and make further improvements.

Evaluating Implementation: Review how interventions are being delivered effectively. Was each student offered the opportunity? Was the activity as expected? Were key stakeholders satisfied?

Evaluating Impact: Consider HOW your careers programme influences outcomes like student knowledge, skills, attitudes, and destinations data. Have you achieved your strategic and learning objectives?

Considering your time restraints, simplify the evaluation process by being selective about how and what you evaluate. It is not realistic to thoroughly investigate every aspect of your programme. Prioritise the areas that you feel will give you the most valuable data.

Some areas of your programme will require deeper evaluation and surveys will be appropriate. However, some circumstances will require snapshot answers or quick conversations to get an idea of impact.

Key Event Feedback

Use employer, student, parent/carer, and staff feedback forms to give you an idea of how impactful your activities have been across all stakeholders.

Compass+ allows you to record feedback - 'activity notes' can be added to key events and downloaded into a report. Contact your Enterprise Coordinator for more information.

Ask Stakeholders to Evaluate your Programme. Stakeholder feedback can help capture emerging key strengths of your programme and recommendations for improvement. Think about if you can include your EC, EA, SLT, Link Governor in this process.

Consider asking student alumni to provide feedback on the school's careers programme. Personal stories can be a very valuable tool when demonstrating the importance of an effective careers programme.

Collecting Data to Review Student Outcomes

Compare current data to previous trends and consider if you can demonstrate that your careers programme is linked to change in student outcomes. Do this by selecting appropriate supporting data from the following areas.

- **Destinations Data**
  - What proportion went on to their indented destination?
  - What proportion sustained their destination for 6 months?
  - What proportion of Year 11 went on to A-Levels, T-Levels, L3 Apprenticeships or other L3 destinations?

- **Attainment/Progress**
  - Attainment outcomes for Year 11/13
  - Average Progress 8 score for PP/non-PP
  - Pass rate for A-Levels/GCSEs
  - Gaps in attainment/progress for specific groups e.g., SEND, EAL, PP
  - Gender split in STEM subjects

- **Student Knowledge, Skills and Attitudes**
  - How well are learning outcomes achieved within your programme?
  - What were the career management skills, knowledge, and attitudes of Year 11/13 leavers?
  - How have key skills of Year 11/13 leavers changed over time?

European Union
European
Social Fund

Coming soon – The Future Skills Survey!

The Future Skills Survey collects data on student knowledge, skills, and attitudes. Ask your Enterprise Coordinator for more information.

Finally, check statutory compliance and ensure that feedback, stakeholder evaluation and outcomes are informing continuous improvement to your programme.

For further support, sign up to the FREE training to help Careers Leaders understand their role and develop the skills required to help strategically and successfully embed a careers programme. The course is fully funded, and schools/colleges will receive a bursary of £1000 upon successful completion.

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