# Building a Strategic Careers Plan - Heltwate School

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

- is aligned to the school priorities

- meets the needs of 'each & every' student

- tracks the impact of careers provision across the school

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 the 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.

| SLT Comments: | Link Governor Comments: | Enterprise Adviser Comments: |
|---|---|---|
| | | |
| **Parent Voice Comments:**<br>**I was a bit confused early on about which year he was actually leaving St George's but that was sorted after a chat to his teacher, that could be clearer.**<br>**A clearer idea of what he actually enjoyed in school so that could guide me on a course choice.**<br>**(Feedback from July 22)** | **Student Voice Comments:**<br>*I personally think that it was all great considering it was during a pandemic but with it not being a pandemic I think that they could have parents more involved with the transition with there being meeting's about it so all parents would get to ask questions and have them answered as well having all the info provided there for them as well.*<br><br>*the transition into college was very helpful for me and helped me very much getting the confidence I needed to go to college with* | **Staff Voice Comments:**<br>'Careers really needs to be linked to understanding people's roles in the community around them. Some work experience or role play would be a good idea as it develops the communication skills for pupils and may embed an understanding of work for some of our pupils'.<br><br>Learning about different careers, develop skills in money, community, cooking Etc work experience<br><br>Working towards their dreams and aspirations. Supporting them to become as independent as possible to go into the outside world |

## Vision Statement/Values:

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers and futures, whatever this may look like for students. At Heltwate School, we are committed to raising and supporting the aspirations of young people, their families and employers in supporting learners' journeys from education into a future destination or a future pathway, where appropriate.

## Vision for Careers Provision **Ideas**:

Careers Provision that incorporates a diverse and inclusive range of opportunities, experiences and interactions linked to the development of children and students as well as the world of work across the whole school Curriculum Pathways to provide careers related learning.   Student experiences are tracked and evidenced (on Earwig).
To increase pupil and student awareness of and exposure to opportunities in preparation for a meaningful future and life beyond Heltwate school.

To support families to find and access the information and support they need for their child to widen their future horizons.

**To challenge stereotypes, remove barriers and increase opportunities and support students to consider options and pathways through exposure to a breadth of diverse experiences and guidance which will develop their confidence, awareness, and understanding.  To develop positivity and empower and enable students to remain aspirational about their future.**

# 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.

**Previous Compass Scores:**

| Benchmark/Audit Date | 09/01/2019 | 15/06/2021 | 18/11/2021 |
|---|---|---|---|
| A stable careers programme | 11% | 5% | 47% |
| Learning from career and labour market information | 40% | 100% | 100% |
| Addressing the needs of each pupil | 100% | 54% | 90% |
| Linking curriculum learning to careers | 100% | 100% | 100% |
| Encounters with employers and employees | 50% | 100% | 100% |
| Experiences of workplaces | 100% | 100% | 100% |
| Encounters with further and higher education | 91% | 100% | 100% |
| Personal guidance | 0% | 0% | 37% |

| Benchmark/Audit Date | 7/7/2022 | 21/12/22 |
|---|---|---|
| A stable careers programme | 88% | 88% |
| Learning from career and labour market information | 100% | 100% |
| Addressing the needs of each pupil | 100% | 81% |
| Linking learning to careers | 100% | 93% |
| Encounters with employers and employees | 100% | 100% |
| Experience of workplaces | 100% | 100% |
| Encounters with further and higher education | 100% | 43% |
| Personal guidance | 0% | 100% |

**Compass - Current Compass Score:**

**Compass - Priority Benchmarks:**

As a result of more rigorous expectations from the audit in December 2022 and quality of evidence, Benchmarks 3,4 and 7 have gone down.
Part of the strategic plan is now to identify in those areas the evidence needed to improve for the next audit.
(Shared with Careers Hub Dec 22).

**LMI - Local and Regional Context:**

Local Careers Hub has been established with some awareness of the needs of SEND.  Growth Works provides access to an Enterprise Co-ordinator who sends out LMI for the local area.  Few opportunities exist for students with SEND working below the entry requirements for apprenticeships.
Local labour market is limited for students.  One or two businesses are supportive and work with the school like Biffa, WestRaven Community Garden.  Work continues to find further opportunities for students in Y10 and Y11.

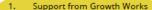| Stepping On OC/ROC | Discover @StG Crimson | Discover @Heltwate Orange/Indigo | Develop KS2: Pink, Magenta KS3: Coral, Amber, Scarlet, Ruby | Explore KS1: Lilac KS2: Emerald, Green, Lime KS2/3: Aqua, Turquoise | Engage KS2 KS1: Lavender, Blue KS2: Violet, Purple, Navy, Sapphire KS3: Yellow | Engage KS1 Olive |
|---|---|---|---|---|---|---|
| **ILPs** All pupils and students have 'My Dreams and Aspirations' on ILPs. From the moment pupils and students start Heltwate the aim is to prepare them for their future and become as independent as they possibly can. Skill development identified for pupils and students. All ILP's will have Gatsby Benchmark 3 and 4 added to them ||||||| 
| **EHCP** Outcomes are related to or link to dreams and aspirations or PfA Outcomes. Focus on skill development relevant to student's needs. ||||||| 
| Careers questions at EHCP review PfA outcomes | Careers questions at EHCP review PfA outcomes | Careers questions at EHCP review PfA outcomes | Careers questions at EHCP review PfA outcomes | Include discussion 'looking ahead' | Include discussion 'looking ahead' | Include discussion 'looking ahead' |
| **Preparing for Adulthood** Earwig records tagged with 'Careers' and 'Gatsby Benchmarks' to highlight provision in the Curriculum Pathways. |||| Evidence added to Earwig and tagged using 'Careers' (or Gatsby where relevant) to highlight provision or experiences in the Curriculum Pathways. |||
| Vocational Profile completed for transition to college Enterprise work | Vocational Profile formalised Work Experience | Vocational Profile (started with evidence on Earwig through the curriculum learning) Career related learning - trips/visits || Evidence added on Earwig linked to Dreams and aspirations, pupil experiences, EHCP outcomes through ILPs Whole school events and trips |||
| Vocational profile from Earwig records | Use tag 'careers' on Earwig + Gatsby Benchmarks | Use tag 'careers' on Earwig + Gatsby Benchmarks | Use tag 'careers' on Earwig + Gatsby Benchmarks | Use tag 'careers' on Earwig + Gatsby Benchmarks | Use tag 'careers' on Earwig | Use tag 'careers' on Earwig |
| **PROGRESSION** ←————————————————————————————————————— |||||||

# Strength of Careers Provision SOAR

# SOAR Analysis for Heltwate School Careers

## S — Strengths

1. Good Benchmark progress
2. Range of opportunities
3. Personalised transition and tracking
4. Meaningful links with businesses (Biffa/Snuggeries)
5. SLT buy in
6. Member of SLT is Careers Lead
7. Learning linked to PfA

## O — Opportunities

1. Good opportunities for CPD for staff planned
2. Part of the whole school SDP to embed careers into our Curriculum Pathways
3. meetings with Governors
4. Widen responsibility in new school Roles and Responsibilities (transition and main site rep)
5. Training at L6 for advice

## A — Aspirations

1. Support from Growth Works
2. Funding in curriculum to support external opportunities.
3. Parity with peers regarding - apprenticeships/supported internships.
4. Continue to raise student aspirations for their future
5. Wider employer base to provide a range of experiences.
6. Parent and student feedback
7. Meet Gatsby 1 and 8

## R — Results

1. Gatsby 1 and 8 progress
2. Qualified Careers Advisor for school (and wider SEND community)
3. Long term tracking of student destinations/work/futures
4. Students have 1:1 guidance linked to wider opportunity base - equality

## My Future

**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.

**Key priority/action areas from SOAR and Compass Audit July 22:**

**Update the school website, as suggested, to strengthen compliance with statutory guidance.**

**Feedback is being gathered from stakeholders but is not yet being used effectively to inform the planning of the careers programme.**

- **Update the website with stakeholder information and feedback**
- **Develop CRL across the school through the Curriculum Pathways**
- **Gather feedback and analyse responses to inform the strategic plan for 2022-2023**
- **Complete L6 Careers Leader training to work towards Gatsby 8**
- **CPD for staff in Curriculum Pathways that cover Y7 – Y9**
- **Develop robust evidence on Earwig to monitor and track provision in line with the Gatsby requirements**

**Key Priorities**

# 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**

**Vision:**
- To raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers and futures, whatever this may look like for students through a diverse range of experiences and opportunities. At Heltwate School, we are committed to raising and supporting the aspirations of young people, their families and employers in supporting learners' journeys from education into a future destination or a future pathway, where appropriate.

**Current State:**
- Initial whole school CPD carried out in October 22. Further training needed to develop use of operational plan for staff to use.
- Is data detailed enough about student destinations?
- Does the record on Earwig provide enough and relevant access for students about their experiences and opportunities?
- Operational Plan revised and aligned within the 6 areas of the CDI Primary Framework

**Whole School/College Objectives: Key Prompts:**
- How do we engage with LMI and employers to provide the types of experiences our students need and value?
- Embed careers across the curriculum Pathways - ensure staff are onboard and understand their roles and responsibilities.
- How do we comply with recent PAL updates? What is appropriate and will be beneficial for our students?
- Key thematic areas for the school, special school, or college (i.e., parental engagement, stakeholder voice, literacy, oracy, etc.)

| In the next; | | Key Strategic Objectives |
|---|---|---|
| 1 year | 1 | Staff training and awareness of career related learning  (and the need to meet statutory requirements) |
| 1 year | 2 | Training for the Careers Leader to work towards National Statutory requirements for the Gatsby Benchmark 8 |
| 2 years | 3 | Develop robust evidence base on Earwig linked to careers. (key performance indicators which can measure progress towards Gatsby) |
| ongoing | 4 | Gather feedback from key stakeholders to inform the development of Careers/My Future at Heltwate School and include this on the website (to meet Gatsby Benchmark 1) |
| 2 years | 5 | Develop the school's Operational Plan based through the 6 areas of learning based on the CDI Primary Framework. |

**Example Action plan**

This will highlight HOW to achieve your strategic objectives. It will include timeframes, responsibilities, and evaluation plans.

# Heltwate School Strategic Careers Plan

Vision Statement**: We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers and futures, whatever this may look like for students. At Heltwate School, we are committed to raising the aspirations of young people, their families and employers in supporting learners' journeys from education into a future destination or a future pathway, where appropriate.**

Date of last review: September 2022
Date of next review: December 2022

## SUBJECT PRIORITIES (1 YEAR TIMESCALE):

*Staff training and awareness of careers and what this looks like for students on their Pathway*

*Begin adding evidence to Earwig using the Gatsby Benchmark tags*

*Training for a member of staff to achieve Level 6 Careers Leadership with a focus on SEND and understanding of SEND issues*

*Engagement with and feedback from students, parents, employers*

*Seek Governor representation for Careers.*

*Develop CRL across the Curriculum Pathways*

## SUBJECT PRIORITY 1:

### *Staff training and awareness of careers and what this looks like for students on their Pathway*

**Member/s of staff with overall responsibility**: Sam

| Targets | Actions to be taken — Small, achievable steps | By whom | By when | Resources needed | Success criteria | Monitoring RAG |
|---|---|---|---|---|---|---|
| Staff to understand, use and apply Gatsby Benchmarks within student's learning. | ~~September training day – time to work with identified staff.~~ <br><br> *Training now on INSET day in October* <br><br> Trial adding evidence to Earwig with key staff to support development towards target. <br><br> Work with classes and identify in their curriculum where the links are to careers. <br><br> Meet with identified Pathway staff.  Introduce Gatsby, | SE <br><br><br><br><br> SE/AA <br><br><br> SE | ~~September training day and identified twilights in Autumn term 22~~ <br><br> Spring 23 <br><br> Spring 23 <br><br> Spring 23 | ~~Time for training in September and twilight sessions.~~ <br><br> no cost for slideshows, using earwig <br><br> Gatsby Benchmarks for staff (no cost) | Training will have taken place <br><br> Staff will know what and how to use the Gatsby Benchmarks to link student's work to careers. <br><br> More visual evidence around school and awareness among staff and students <br><br> Records will be added to earwig that are tagged using the Gatsby Benchmarks and careers tags. <br><br> Work evidenced will accumulate to build a profile of student's interests which can be incorporated into a vocational profile before they leave Heltwate. | |

| | SUBJECT PRIORITIES (1 YEAR TIMESCALE): | | | | | |
|---|---|---|---|---|---|---|
| | rationale for careers @Heltwate. Show staff how to use Earwig to evidence careers in their Pathway. | SE/LG | By end of Spring 1 | | Strong focus on outcomes for students will impact on EHCP review and provide a focus on life skills. | <span style="color:red">■</span> |

## SUBJECT PRIORITY 2 (1 YEAR TIMESCALE):

### Training to meet National Statutory requirements for the Gatsby Benchmarks

**Member/s of staff with overall responsibility**: Sam England

| Targets | Actions to be taken Small, achievable steps | By whom | By when | Resources needed | Success criteria | Monitoring RAG |
|---|---|---|---|---|---|---|
| Achieve Level 6 Careers Guidance qualification (to be compliant with Gatsby 8). | Explore the training required in addition to the Level 6 available - and where this is suitable for a Special School. Identify appropriate training provider identify linked costs Staff member to enrol and take part in training so that we are compliant with the Gatsby 8requirements for careers. Continue meetings with Steve Walker from Growth Works to assess progress towards Gatsby Benchmarks and develop careers offer at Heltwate. | SE | Spring 23 | Costs for an accredited package are approximately £1700 *Training identified is free and funded by the CEC through a grant successfully applied for from the DfE.* | School will meet all statutory requirements according to the Gatsby Benchmarks (8). A member of staff identified for the Level 6 course. *SE started L6 course with RGG associates Sept 22. Completion – Feb23* Other training courses evaluated | <span style="color:orange">■</span> |

| | | | | | |
|---|---|---|---|---|---|
| For students and parents to be aware of and informed about careers at Heltwate (so feedback can be gathered) | Add relevant information linked to the Gatsby Benchmarks to the Careers section of the website. | SE with KC | Summer 23 | Easier and improved access to the website - (currently have key information that cannot easily be added by LG) | Leaflet available for students made in co-production with students. |
| | Create a My Future information sheet for students and parents that can be sent home and also used by students in school. | SE and LG | Spring 23 | Student and parent feedback will influence decisions made about provision | Information sent home to parents (each term) |
| | Continue to signpost parents to college and careers open days. | | | | Key and statutory information available on the website |
| | Hold an Open event for parents | | Ongoing | | Key college and careers events signposted to parents via; |
| | Send out college year timeline to stakeholders | | | | Class Dojo |
| Member of Governing Body to represent Careers | Request item on the Governing Body agenda for this. | SE/ACB | | Named Governor identified and able to articulate strategy and operational plan | Leaflets |
| | | | | Up to date with legislation | Open event identified and held for parents and students |
| | | | | | School will be meeting statutory requirements for careers |

## SUBJECT PRIORITY 3 (2 YEAR TIMESCALE):

### Develop robust evidence base on Earwig linked to careers. (key performance indicators which can measure progress towards Gatsby) (Begin adding evidence to Earwig using the Gatsby Benchmark tags)

**Member/s of staff with overall responsibility:**

| Targets | Actions to be taken <mark>Small, achievable steps</mark> | By whom | By when | Resources needed | Success criteria | Monitoring RAG |
|---|---|---|---|---|---|---|
| To build a strong evidence based on Earwig linked to careers using the Gatsby Benchmarks. | Carry out staff training for; Gatsby Benchmarks Identifying 'careers' and what this looks like in a particular Pathway. Adding records to Earwig linked to careers. | SE | Autumn and Spring 22/23 | Time for staff training. Using Earwig for records | Records will be added to Earwig using Gatsby tags to build a strong evidence base for where 'careers' can be identified in the different Curriculum Pathways (Discover and Develop to begin with). Staff will be aware of the range of experiences available in their pathway and will evidence this on Earwig using the Gatsby and careers tags. SE will see increased body of evidence to inform understanding of provision of CRL across the Curriculum Pathways. |  |

| SUBJECT PRIORITY 4 (ONGOING – BUT USED TO INFORM DEVELOPMENTS OF PLAN): |
|---|
| *Gather feedback from key stakeholders to inform the development of Careers/My Future at Heltwate School and include this on the website* |

**Member/s of staff with overall responsibility**: Sam England

| Targets | Actions to be taken<br>Small, achievable steps | By whom | By when | Resources needed | Success criteria | Monitoring<br>RAG |
|---|---|---|---|---|---|---|
| Use feedback from Stakeholders to inform The development of the My Future programme at Heltwate. | Send out questionnaires to students, parents and staff<br><br>Collect and analyse feedback and use outcomes to inform next steps on the strategic plan.<br><br>Add the stakeholder information and feedback to the website | SE<br><br>SE/KC<br><br>SE/LG | Oct 22<br><br>Nov 22<br><br>Jan 23 | Time Questionnaires<br><br><br>Access to the website to add the information | Questionnaires sent out<br><br>Data collected and results inform actions on the Strategic plan and the direction or changes needed.<br><br>Feedback from students, parents and staff is evident and clearly influences the direction and development of My Future. | |

| SUBJECT PRIORITY 5 (NEXT 2 YEARS): |
| :--- |
| **Develop the school's Operational Plan based through the 6 areas of learning based on the CDI Primary Framework.** |
| **Member/s of staff with overall responsibility**: Sam England/Amanda Anderson/Kerry Cole |

| Targets | Actions to be taken <br> Small, achievable steps | By whom | By when | Resources needed | Success criteria | Monitoring RAG |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Identify key whole school events where careers is the main focus | INSET with staff <br><br> Identify curriculum days and events (WBD, Kid's Country, Careers Week) <br><br> Plan and resource for staff - buy books and resources to support CRL <br><br> Record on Earwig using Careers and Gatsby tags. | SE <br><br> SE and staff <br><br><br> SE/AAnd <br><br><br> All staff <br><br> All staff | Nov 22 <br><br> Dec 22 | Time in training day | Key events identified and planning started. Jan 23 - WBD and Careers Day planned for March 23. <br><br> Events are held and CRL is celebrated and recorded <br><br> Earwig evidence will demonstrate Provision and provide a source of assessment and analysis | |