



Careers Strategy 2021-2024

Produced June 2021

Annual review June 2022

Half-termly review with SLT

Destination Data

The table below shows the previous three years of destination data, responses and resulting actions.

Status as of 1st November	2020		2019		2018	
	Number of young people	Percentage of young people (%)	Number of young people	Percentage of young people (%)	Number of young people	Percentage of young people (%)
EET	137	93.84	133	92.36	107	99.07
Apprenticeship	4	2.74	7	4.86	3	2.78
Employment	2	1.37	2	1.39	0	0.00
Employment with training (other)	2	1.37	2	1.39		0.00
Employment without training		0.00		0.00		0.00
Full time employment with study (regulated qualification)		0.00		0.00		0.00
Part-time employment		0.00		0.00		0.00
Full time Education	111	76.03	118	81.94	97	89.81
Further Education	85	58.22	93	64.58	75	69.44
Other post-16 education		0.00		0.00		0.00
School sixth-form	2	1.37	12	8.33	8	7.41
Sixth-form college	24	16.44	13	9.03	14	12.96
Special Post-16 institution		0.00		0.00		0.00
Training	20	13.70	6	4.17	7	6.48
ESFA Funded work-based learning	15	10.27	6	4.17	5	4.63
Other Training		0.00		0.00		0.00
Supported Internship		0.00		0.00		0.00
Traineeship	5	3.42		0.00	2	1.85
NEET	7	4.79	5	3.47	1	0.93
Available	7	4.79	3	2.08		0.00
Not Available		0.00	2	1.39	1	0.93
Not Known	2	1.37	6	4.17		0.00
Total in Cohort	146	100.00	144	100.00	108	100.00
Total in Learning	137	93.84	133	92.36	107	99.07

Following an analysis of the data the following observations have been made. Justifications and resulting actions have also been identified.

Observation	Justification	Action
<ul style="list-style-type: none"> NEETs increased for the second time 	Due to 2020 pandemic the specific post 16 transition activities that we provide for our most vulnerable students could not take place. We relied on virtual interaction and additional parental support.	Clearer transition routes need to be implemented earlier in the academic Year. More targeted support for the most vulnerable students who are at risk of NEET.
<ul style="list-style-type: none"> Number of students in training increased substantially on previous years 	As a school we are getting better at promoting training providers and there is a wider range becoming available. Also students with higher grades are applying for these opportunities and becoming more successful.	Continue with targeting of students with the most appropriate training opportunities. Identification of new or alternative providers that may better suit the needs of our students.
<ul style="list-style-type: none"> Apprenticeships dropped from the previous year but 	Due to the 2020 pandemic apprenticeship opportunities	Continue to raise the profile of apprenticeships and educate

in-line with the year before	fell in the region. We have a high percentage of students interested in apprenticeships but are not securing them.	students on how competitive they can be. They are not an easy option
<ul style="list-style-type: none"> Decrease in number of school 6th form take up 	Steady decline in students moving from one provider to the next, possibly linked to recent reputation and parental influences. Also the virus has played a part here. We have had no Sixth Form School assemblies, nor have we been able to influence any student decisions in the Spring Term.	Ensure students are aware of all sixth form providers and are provide with factual information about their provision.
<ul style="list-style-type: none"> Large increase in 6th form college take up 	This year group is a bright lights one and they are attracted to the bigger cities. They are also more practically inclined.	Continue to support students whilst ensuring they are selecting the correct provision for their pathway.

Further actions to take, include:

- Review of relationships between academic ability of cohorts and destinations/future destinations
- Increased conversations and tracking of intended destinations for students in Y10/11

Review schedule: November 2021 on receipt of most recent data

Responsible for: Career Lead / Careers Advisor

GATSBY Benchmark Results

Evaluation date: 1st July 2021 (see report in appendices)

Review schedule: December 2021.

Responsible for: Careers Lead

Benchmark	% Achievement	Areas of Focus
1	88%	Evaluations from employers and parents/carers
2	80%	Parental use of LMI to support child
3	90%	Student recording of activities
4	87%	Further development in English and Science
5	100%	Review current provision in order to be more meaningful and linked to curriculum areas
6	100%	Review current provision in order to be more meaningful and linked to curriculum areas
7	90%	Meaningful encounters with training providers
8	100%	Improve further with the appointment of a L6 careers advisor

What GATSBY looks like in Jarrow School...

Vision & Objectives

The three strategic objectives below have been identified following a review of current provision and areas of need.

Vision: All students will have the skills, confidence and inspiration to make the most of their life choices and follow the career path that best allows them to shine brightly beyond Jarrow school.		
Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
To develop ownership and responsibility amongst all staff for the development of careers education	To aid students in better planning their educational and career pathways	To improve cultural capital through increased meaningful encounters with external partners
GB: 4, 5	GB: 1, 2, 3, 7, 8	GB: 4, 5, 6

Careers Framework

This framework outlines the planned measurable and progressive outcomes for each year group and will be used to build our careers programme on and maximise careers learning.

Review schedule: Termly

Responsible for: Career Lead / Careers Advisor / Career Champions

KS3	KS4
<p>Year 7 - Inspire By the end of year 7 students...</p> <ol style="list-style-type: none"> 1. Will be introduced to an inspiring meaningful encounter in each curriculum area 2. Will receive essential, age related careers information during a weekly form time session 3. Will have the opportunity to record and track their current aspirations 4. Will participate in Aspire lessons which focus on the 6 areas of the CDI career development framework 5. Will participate in at least one whole school event/activity relating to the world of work 	<p>Year 10 – Inspire & Reinforce By the end of year 10 students...</p> <ol style="list-style-type: none"> 1. Will participate in scheduled progression/transition events 2. Will participate in WEX 3. Will take up opportunities for virtual WEX throughout the year 4. Will participate in a careers interview 5. Will participate in mock interviews and CV prep workshops 6. Will continue to benefit from meaningful encounters with a focus on career pathways 7. Will received targeted additional support linked to risk
<p>Year 8 - Reinforce By the end of year 8 students...</p> <ol style="list-style-type: none"> 1. Will experience a further, new meaningful encounter in each curriculum area 2. Will receive essential, age related careers information during a weekly form time session 3. Will have the opportunity to record and track their current aspirations throughout each term 	<p>Year 11 - Prepare By the end of year 11 students...</p> <ol style="list-style-type: none"> 1. Will have had their second or third independent careers interview 2. Will increase attendance to careers related events 3. Will complete an exit CV / final audit of transferable skills / applications 4. Will reflect on the meaningful encounters they have had 5. Will complete a termly self-assessment (destination) 6. Will participate in additional enterprise engagement based on risk

<ol style="list-style-type: none"> 4. Will participate in Aspire lessons which focus on the 6 areas of the CDI career development framework 5. Will have increased exposure to the world of work and external partners through whole school work related learning events/activities 	
<p>Year 9 - Prepare By the end of year 9 students...</p> <ol style="list-style-type: none"> 1. Will experience further meaningful encounters in each curriculum area with specific importance to options and their upcoming first key moment of choice 2. Will receive essential, age related careers information during a weekly form time session with a key focus on upcoming options and career pathways 3. Will have the opportunity to record and track their current aspirations throughout each term with a focus of this informing their option choices 4. Will have an idea of the sector they wish to work in and articulate their preferred career path 5. Will participate in a career informed options programme 	

Careers Programme

This programme outlines the progressive activities and interactions each year group will be involved with to achieve outcomes mentioned in the framework previously. It will be reviewed continuously against the framework outcomes.

Review schedule: Termly

Responsible for: Career Lead / Careers Advisor / Career Champions

Y7 Careers Programme – Inspire			
Framework Outcomes. By the end of Y7 students...	Delivery/Provision/Activity	Assessment/Evaluation	Impact
Will be introduced to an inspiring meaningful encounter in each curriculum area	<ul style="list-style-type: none"> • See individual curriculum plans and employer engagement pro-forma. • See matrix of curriculum partners 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	
Will receive essential, age related careers information during a weekly form time session	<ul style="list-style-type: none"> • See Aspire form time schedule 	<ul style="list-style-type: none"> • Half-termly evaluations from students and staff to review suitability of the session and to inform future planning 	
Will have the opportunity to record and track their current aspirations throughout each term	<ul style="list-style-type: none"> • Students will complete tracking form during scheduled lessons 	<ul style="list-style-type: none"> • See tracking document • Students can compare responses 	
Will participate in Aspire lessons which focus on the 6 areas of the CDI career development framework	<ul style="list-style-type: none"> • Pre-prepared SOW to be delivered once per fortnight during timetabled SMC lessons 	<ul style="list-style-type: none"> • Feedback from staff delivering the materials. • Student feedback 	
Increase in involvement in whole school events/task relating to the world of work	<ul style="list-style-type: none"> • Larger scale event that would launch the concept of a career pathway • Early careers / world of work fair 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	

Y8 Careers Programme - Reinforce			
Framework Outcomes. By the end of Y8 students...	Delivery/Provision/Activity	Assessment/Evaluation	Impact
Will experience a further, new meaningful encounter in each curriculum area	<ul style="list-style-type: none"> • See individual curriculum plans and employer engagement pro-forma. • See matrix of curriculum partners 	Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership	
Will receive essential, age related careers information during a weekly form time session	<ul style="list-style-type: none"> • See Aspire form time schedule 	<ul style="list-style-type: none"> • Half-termly evaluations from students and staff to review suitability of the session and to inform future planning 	
Will have the opportunity to review, record and track their current aspirations throughout each term	<ul style="list-style-type: none"> • Students will complete tracking form during scheduled lessons 	<ul style="list-style-type: none"> • See tracking document • Students can compare responses 	
Will participate in Aspire lessons which focus on the 6 areas of the CDI career development framework	<ul style="list-style-type: none"> • Pre-prepared SOW to be delivered once per fortnight during timetabled SMC lessons 	<ul style="list-style-type: none"> • Feedback from staff delivering the materials. • Student feedback 	
Will have increased exposure to the world of work and external partners through whole school work related learning events/activities	<ul style="list-style-type: none"> • Larger scale event that would further strengthen the concept of a career pathway • Early careers / world of work fair 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	

Y9 Careers Programme - Prepare			
Framework Outcomes. By the end of Y9 students...	Delivery/Provision/Activity	Assessment/Evaluation	Impact
Will experience further meaningful encounters in each curriculum area with specific importance to options and their upcoming first key moment of choice	<ul style="list-style-type: none"> • See individual curriculum plans and employer engagement pro-forma. • See matrix of curriculum partners 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	
Will receive essential, age related careers information during a weekly form time session with a key focus on upcoming options and career pathways	<ul style="list-style-type: none"> • See Aspire form time schedule 	<ul style="list-style-type: none"> • Half-termly evaluations from students and staff to review suitability of the session and to inform future planning 	
Will have the opportunity to record and track their current aspirations throughout each term with a focus of this informing their option choices	<ul style="list-style-type: none"> • Students will complete tracking form during scheduled lessons 	<ul style="list-style-type: none"> • See tracking document • Students can compare responses 	
Will have an idea of the sector they wish to work in	<ul style="list-style-type: none"> • VWEX • Discovery day • Career families 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	
Will participate in a career informed options programme	<ul style="list-style-type: none"> • Careers interviews • Careers choice analysis • Careers fair / options night with employers 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	

Y10 Careers Programme			
Framework Outcomes. By the end of Y10 students...	Delivery/Provision/Activity	Assessment/Evaluation	Impact
Will participate in scheduled progression/transition events	<ul style="list-style-type: none"> • Events run/supported by local colleges and sixth form • Careers fair 	<ul style="list-style-type: none"> • Student and external provider evaluations 	
Will participate in WEX	<ul style="list-style-type: none"> • Traditional work experience opportunities to be available in the summer term 	<ul style="list-style-type: none"> • Student and external provider evaluations 	
Will take up opportunities for virtual WEX throughout the year	<ul style="list-style-type: none"> • Scheduled opportunities for virtual work experience that students can sign up for • Targeted virtual work experience for particular groups or industry areas 	<ul style="list-style-type: none"> • Student evaluations 	
Will participate in a careers interview	<ul style="list-style-type: none"> • One scheduled careers interview with Careers Advisor • Planned activities linked to action plan following interview 	<ul style="list-style-type: none"> • Action plan outcomes • Student evaluations 	
Will participate in mock interviews and CV prep workshops	<ul style="list-style-type: none"> • External partners to support face to face or virtually with mock interviews • CV workshops run in conjunction with external partners 	<ul style="list-style-type: none"> • Student and external provider evaluations 	
Will continue to benefit from meaningful encounters with a focus on career pathways.	<ul style="list-style-type: none"> • See individual curriculum plans and employer engagement pro-forma. • See matrix of curriculum partners 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	
Will receive targeted additional support linked to risk	<ul style="list-style-type: none"> • Bespoke sessions planned to meet the varying needs of at-risk students 	<ul style="list-style-type: none"> • Student evaluations 	

Y11 Careers Programme			
Framework Outcomes. By the end of Y11 students...	Delivery/Provision/Activity	Assessment/Evaluation	Impact
Will have had their second independent careers interview	<ul style="list-style-type: none"> • One scheduled careers interview with Careers Advisor • Planned activities linked to action plan following interview 	<ul style="list-style-type: none"> • Action plan outcomes • Student evaluations 	Pre-interview questionnaires complete
Will increase attendance to careers related events	<ul style="list-style-type: none"> • Careers fair • Job shop 	<ul style="list-style-type: none"> • Student evaluations 	Careers Fair – 17 th November Lunch time college stalls
Will complete an exit CV / final audit of transferable skills / applications	<ul style="list-style-type: none"> • CV workshops run in conjunction with external partners • SMC sessions • After school support 	<ul style="list-style-type: none"> • Student and external provider evaluations 	
Meaningful encounter in each curriculum area	<ul style="list-style-type: none"> • See individual curriculum plans and employer engagement pro-forma. • See matrix of curriculum partners 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	
Will complete a termly self-assessment (destination)	<ul style="list-style-type: none"> • Updated intended destination 	<ul style="list-style-type: none"> • Student evaluations 	
Will participate in additional enterprise engagement based on risk	<ul style="list-style-type: none"> • Bespoke sessions planned to meet the varying needs of at-risk students 	<ul style="list-style-type: none"> • Student evaluations 	

Milestones

The milestones that have been set to achieve the strategic objectives are outlined below. The intention is that they are prioritised by need, progressive and sequential over the three years of the strategy.

Review schedule: Termly

Responsible for: Career Lead

Strategic Objective 1:

To develop ownership and responsibility amongst all staff for the development of careers education. (GB: 4, 5)

Importance to school: The school adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning. This is not about making a subject more popular. It is about making subjects more relatable and relevant to everyday and working life. Real-life contexts and examples from the world of work can make subjects easier to understand and help students feel more engaged in their learning. Above all, linking curriculum learning to careers can boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for further study and how the subject can be combined with others to give access to different pathways. (CEC The GATSBY Benchmark Toolkit)

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2021-2022	<ol style="list-style-type: none"> 1. Training need analysis to be completed by all staff 2. Audit of careers provision to be complete by all curriculum areas 3. Presentation of strategy and vision to all staff 4. Initial CPD provided for all staff in response to audits 5. Identification and sharing of existing good practice 6. Statement of intent for careers from each curriculum area 	<ol style="list-style-type: none"> 1. Create and distribute needs analysis, carry out analysis of staff needs & feedback to key staff 2. Create and distribute audit, carry out analysis of audit and feedback to key staff 3. Present to CC's first to ensure they are able to support curriculum areas, follow-up with staff and then a period of feedback and support 4. Identification of training needs from analysis and audit. Liaise with T&L lead to organise, carry out and evaluate CPD 5. Identification of those curriculum areas who are doing well and opportunities to share good practice 6. Liaise with CC's to share expectations of statement. CC's to liaise with CL's to support writing of statement prior to submission.
2022-2023	<ol style="list-style-type: none"> 1. All staff are confident in and capable of delivering careers within their curriculum 2. A series of career learning opportunities is fully established in each curriculum area and can be reviewed against statement of intent 3. All curriculum areas to effectively monitor and evaluate career learning within their curriculum 	
2023-2024	<ol style="list-style-type: none"> 1. All staff are in support of and play an active role in careers 	

	<p>education; feedback from staff is frequent and forward thinking</p> <ol style="list-style-type: none"><li data-bbox="344 231 1189 335">2. A curriculum driven provision where engagement is developed through departments and the careers curriculum reflects the working world<li data-bbox="344 335 1189 406">3. Tracking and evaluation systems are efficient, robust and informative	
--	--	--

Strategic Objective 2

To aid students in better planning their educational and career pathways. (GB: 1, 2, 3, 7, 8)

Importance to school: Providing structured personal guidance time within the school enables students to focus on their future dreams and to set goals to achieve them. Research shows that students benefit from conversations with familiar and trusted adults who can challenge and support them. Access to independent and impartial professional careers guidance is strongly valued by students and parents and is a recurring feature of good provision. Personal guidance helps students to consolidate and reflect upon their vocational identity, career decision making and self-efficacy. It is a focal point for making sense of the vital ingredients in the careers programme including encounters with employers and higher education, experiences of workplaces and career learning in subjects. Research evidence confirms that personal guidance has an observable. (CEC The GATSBY Benchmark Toolkit)

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2021-2022	<ol style="list-style-type: none"> 1. Students to record baseline aspirations and then successive updates and reviews each term. 2. Students and parents will receive specific information and guidance on pathways available to them 3. Staff are aware of the pathways and are confident to discuss with students both generically and with links to their curriculum area 4. Students and parents are aware of the key staff involved with careers and the support on offer 	<ol style="list-style-type: none"> 1. Prepare aspiration survey, a time to complete it, followed up with analysis and sharing of results with key staff 2. Launch of UniFrog and increased promotion of the VLE. Develop Aspire form time content to provide focused pathway information in conjunction with other ongoing provision of information through other means i.e. social media, newsletter etc. Conversations to take place within curriculum areas 3. Staff to be provided with CPD on pathways 4. Introduce key staff through assemblies and form time
2022-2023	<ol style="list-style-type: none"> 1. Effective use of the tracking of aspirations to assist students in making decisions 2. Students to have regular exposure to career planning and increased opportunities to speak to key members of staff / external partners 3. Students and parents have a realistic understanding of the challenges of each of the pathways and can therefore make a more informed choice 4. Staff are able to communicate confidently with students about career pathways in their curriculum area and point them to the correct source of support 	
2023-2024	<ol style="list-style-type: none"> 1. All students are actively involved in their career planning; they 	

	have a career path projection and can articulate this. 2. Students and parents know where they can seek advice and how to move to the next step of their journey	
--	---	--

Strategic Objective 3

To improve cultural capital through increased meaningful encounters with external partners. (GB: 4, 5, 6)

Importance to school: Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career. The 2016 Education and Skills Survey reported “a gap between education and the preparation people need for their future,” as well as “a gap between the skills needed and those people have”. Employer encounters help address these gaps in skills and knowledge. Social background has a profound effect on progression in learning and work. Expanding employer encounters broadens students’ horizons for action and fosters community cohesion. The King’s College London’s Aspires project found that students with low social capital stand to benefit most from improved careers education and links between education and employers. Structuring employer encounters within the school curriculum strengthens aspirations and attainment. It supports students to take action to achieve their full potential. (CEC The GATSBY Benchmark Toolkit)

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2021-2022	<ol style="list-style-type: none"> Existing network of external partners to be shared with all staff Increase our network of external partners Curriculum areas to establish at least one new relationship with an external partner For one meaningful encounter to take place during the academic year with outcomes linked to the career’s curriculum One scheduled year group activity per year group to as part of the careers launch Ensure we plan to provide for those students at risk or within other vulnerable groups 	<ol style="list-style-type: none"> Audit of existing partners to ensure suitability with database to be made available to all staff Request to staff, parents and governors for potential contacts. Increased support from Future First for our alumni. Identification of curriculum areas that could be enhanced through a meaningful encounter. Review database of existing partners for suitable contacts and request support with new partner should one not already exist Organisation and evaluations of the meaningful encounters using pro-forma Planning, running and evaluating an event that would support the achievement of the year group outcomes Identification of students who fall into any of the risk categories and a review of provision
2022-2023	<ol style="list-style-type: none"> Make use of student aspiration data to better plan encounters Data shows that all groups of students are being catered for Curriculum areas to provide one meaningful encounter per year group. Programme is run internally with little requirement for payment 	

	<p>of external partners; only where value is added</p> <p>5. Logistical disruption minimised due to the reduced need for whole year group events and use of other opportunities within the school schedule</p>	
2023-2024	<p>1. Carefully considered meaningful encounters year on year based on aspirations of students</p> <p>2. Curriculum areas able to organise suitable meaningful encounters and evaluate their success with minimal support</p> <p>3. Tracking and evaluation systems are efficient, robust and informative</p>	

Action Plan

The detailed action plan has been created to break down the tasks required to achieve the milestones, provide clarity on expectations and timescales and identify the wider staff involvement in the strategy. This is a working document and will be updated to reflect progress towards the objectives.

Review schedule: Termly

Responsible for: Career Lead / Careers Advisor

Stakeholder Plans

Audit of Current External Stakeholders

The stakeholders identified below are some of our most used and successful and have therefore been prioritised at this stage. Our aim is to re-establish contact with each of them and improve our partnership in order to provide our students with valuable experiences and support our careers provision. We will continue to contact all other external partners in an attempt to re-engage with them.

Stakeholder (general info)	State (current state of relationship/provision and what we desire it to be)	Next Steps	Deadline & Named Contact
Alumni (Future First) – database of ex-students signed up to support existing students in various capacity Contact: Akeem-Chavez	Current: Largely unused. A recent meeting with account manager has led to some strategic planning meetings being scheduled. Desired: A network of valuable contacts that can support the school and students	<ol style="list-style-type: none"> 1. Filter contacts for suitability 2. Carry out strategic planning meeting in the autumn term. 3. Circulate new marketing material to increase uptake 4. Introduce to current Y11's and complete sign-up 	September 2021
Eversheds – Law firm, visits, workshops, support careers events, class visits Contact: TBC	Current: Full provision Desired: Interviews / staff visits	<ol style="list-style-type: none"> 1. Re-establish contact and schedule meeting with relevant contact 	September 2021
Barclays - visits, workshops, support careers events, class visits Contact: TBC	Current: Full provision Desired: Interviews / staff visits	<ol style="list-style-type: none"> 1. Re-establish contact and schedule meeting with relevant contact 	September 2021
Nissan – running of in-school projects Contact: TBC	Current: Minimal offer of support at the moment Desired: School visits, return of curriculum based competitions	<ol style="list-style-type: none"> 1. Re-establish contact and schedule meeting with relevant contact 	September 2021
MOJ – high turnover of staff in key roles so new contacts are required Contact: TBC	Current: Minimal provision Desired: Speakers into school, curriculum links	<ol style="list-style-type: none"> 1. Re-establish contact and schedule meeting with relevant contact 	September 2021

<p>NHS – Visits, workshops, WEX Contact: TBC</p>	<p>Current: Numerous opportunities including careers and skills workshops, insight into opportunities in the NHS Desired: School visits, speakers and the return of WEX placements</p>	<p>1. Re-establish contact and schedule meeting with relevant contact</p>	<p>September 2021</p>
---	---	---	-----------------------

Plan for New Stakeholders

Our aim is to develop long-lasting relationships with new local external partners, preferably large organisations that could link to numerous curriculum areas. We are going to explore our alumni, staff, parent and Governor networks to generate links as well as investigating the other traditional channels.

The table below outlines the areas in which we will focus on. As a starting point, this focuses primarily on the growth sectors of the region and also curriculum specific needs. This will then continue to evolve as initial needs are met and new needs develop.

New Stakeholder	Need for relationship	Action/Next Steps	Responsibility	Deadline / Update
Advanced Manufacturing	<ul style="list-style-type: none"> • Explore possibilities • See the bigger picture • Meaningful encounters • Learn from LMI 	<ol style="list-style-type: none"> 1. Liaising with NELEP to identify opportunities and support 2. Career champion to register request with Careers Lead / Careers Advisor 	CL / CC / CA	October half-term
Digital	<ul style="list-style-type: none"> • Explore possibilities • See the bigger picture • Meaningful encounters • Learn from LMI 	<ol style="list-style-type: none"> 1. Liaising with NELEP to identify opportunities and support 2. Career champion to register request with Careers Lead / Careers Advisor 	CL / CC / CA	October half-term
Energy	<ul style="list-style-type: none"> • Explore possibilities • See the bigger picture • Meaningful encounters • Learn from LMI 	<ol style="list-style-type: none"> 1. Liaising with NELEP to identify opportunities and support 2. Career champion to register request with Careers Lead / Careers Advisor 	CL / CC / CA	October half-term
Health & Life Sciences	<ul style="list-style-type: none"> • Explore possibilities • See the bigger picture 	<ol style="list-style-type: none"> 1. Liaising with NELEP to identify opportunities 	CL / CC / CA	October half-term

	<ul style="list-style-type: none"> • Meaningful encounters • Learn from LMI 	<p>and support</p> <ol style="list-style-type: none"> 2. Career champion to register request with Careers Lead / Careers Advisor 		
Curriculum Specific (each curriculum area has been tasked with identifying one new partner)	<ol style="list-style-type: none"> 1. To provide meaningful encounters within each curriculum area 	<ol style="list-style-type: none"> 1. Liaising with NELEP to identify opportunities and support 2. Career champion to register request with Careers Lead / Careers Advisor 	CL / CC / CA	October half-term

Managing Stakeholder Relationships

External stakeholder relationships will be managed carefully through establishing a meaningful partnership that will serve to be mutually beneficial. The needs and interests of both parties will be identified and shared during the initial contact and will be closely monitored during the partnership. Regular evaluations will take place to ensure both parties are happy with the partnership to continue.

Communicating with stakeholders will take many forms but namely via social media, website, newsletter, letters, meetings, assemblies and displays. Communication will be for the purposes of making initial contact, informing and updating stakeholders and we will communicate with all stakeholders in the most appropriate manner. The communications plan will be a pre-planned approach to establishing regular and meaningful communication with all stakeholders. See the draft communication plan for the first half-term in the appendices.

Parental engagement – additional focus

Internal Roles and Responsibilities

As per SO1, all staff have a responsibility for the development of careers provision. See outline of expected roles below. All roles and responsibilities to be discussed with those involved.

Job Title	Responsible for:	Accountable to:
Careers Leader	<ul style="list-style-type: none"> Setting the strategic direction for careers provision 	Governors, Head Teacher
Enterprise Adviser	<ul style="list-style-type: none"> Advising and informing on the school careers strategy Support in developing the school's provision to meet all benchmarks 	Careers Leader
Head Teacher	<ul style="list-style-type: none"> Strategic support and challenge of career leader Supporting and directing funding requests for careers provision 	Governors
Assistant Head Teacher – Curriculum	<ul style="list-style-type: none"> Direct line management of careers leader Strategic and operational support of careers leader 	Head Teacher
Link Governor	<ul style="list-style-type: none"> Strategic support and challenge of the career strategy Actively promote the careers strategy with governors and wider stakeholders 	Governors
Careers Adviser	<ul style="list-style-type: none"> Independent, impartial advice and guidance for students Transition WEX KS3 employer led projects, events and company visits Identifying and supporting potential NEET students 	Careers Leader
Career Champions (one per curriculum area)	<ul style="list-style-type: none"> Lead curriculum provision in-line with the strategy 	Careers Leader
Curriculum Leaders	<ul style="list-style-type: none"> Oversight on careers development within their curriculum area 	Careers Leader
PSHE Curriculum Coordinator	<ul style="list-style-type: none"> Oversee and monitor the delivery of the KS3 Aspire programme of study 	Careers Leader
Teachers	<ul style="list-style-type: none"> Delivery and support of careers provision 	Careers Leader
HOY	<ul style="list-style-type: none"> Delivery and support of careers provision 	Careers Leader
Tutors	<ul style="list-style-type: none"> Delivery of Aspire materials 	Careers Leader
SEND coordinator	<ul style="list-style-type: none"> Support where SEND students require additional support and/or guidance 	Careers Leader
Pupil 'Careers Champions'	<ul style="list-style-type: none"> Promote careers around the school Supporting students in understanding progression routes 	Careers Leader

CPD Plans

This CPD schedule has been designed to share the vision and strategic objectives with staff in addition to addressing staff needs as identified through the needs analysis and curriculum audit. CPD plans have been discussed with the T&L lead and there is an agreement that time can be provided for CPD throughout the year. The sessions outlined below have been agreed in principle but specific dates are currently being confirmed.

Detailed session plans have been completed in support of this overall plan. See example proforma in appendices.

CPD Session / Time*	Focus	Staff
INSET Day 1	Vision & objectives	All
Unifrog	Introduction to and then subsequent support sessions to follow	Career Champions / Curriculum Leaders
Autumn INSET – 16 th September	Whole staff re-engagement in careers provision	All
INSET Elect	Specific to staff needs following training analysis & audit	Identified staff or as per request
Faculty/Curriculum Meetings	Contribution towards strategic objectives	All staff but within faculty areas
Breakfast Support	Varied but focusing on specific areas of need	Identified staff or as per request
Career Champion Meetings	Development to support initiative	Career Champions

CPD Session Outline

CPD Plan for (audience): Career Champions		
Objective of the session (training need): Increase understanding of the new CDI framework		
Big picture	Key learning	Outcomes and outputs
Support to embed the new CDI framework across the curriculum	New CDI framework Link to the three year strategy, GATSBY	Plan to embed CDI framework within curriculum areas
Resources	Delivered by	Session structure
CDI framework CDI links to GATSBY	Careers Lead & Careers Advisor	Discussion on prior reading Questions/Concerns Model of embedding framework Questions/Concerns Expectations Generate ideas
Session lead-up	Session follow-up	Communication with staff
Provide staff with prior reading – CDI framework outline	Staff to submit suggestions as to how the new is already being met with SOW	Teams/email