

Careers Lady Hawkins' School

Strategic Plan

Careers Strategy : 2022 – 2025
Updated September 2022

Careers At LHS

Our Strategic Objectives

Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the PSHCE to enable all learners to develop their own personal career pathway. Student survey shows that learners are excited about different jobs and can all name a range of careers and career pathways. Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning. 	<ul style="list-style-type: none"> Implement the Careers Programme into the whole-school PSHCE curriculum including an employability programme into KS3 & KS4. Regular CPD training for all staff to deliver the new PSHCE Careers programme. Monitor and Evaluate the programme by staff and learners each term. Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.
Year Two (2023-2024)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates. Learners are able to explain what the 8 key employability skills are, and they can demonstrate how they can use these skills in their future pathways. In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. To continue implementing the Skills Builder programme throughout all areas of teaching and learning. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses.
Year Three (2024-2025)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. All learners can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents on review days, inductions and careers fairs. Targeted workshops to focus on key employability skills, including involving parents. Review practice with other school(s) to identify next steps.

Strategic Objective 2:

To raise and track learner's engagement within the careers programme during their journey through LHS and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having at least 2 appropriate and meaningful interaction with an employer at least once during the year. All learners in Year 11 have a clear plan for post-16 (and post-18) and that all learners are in some form of education or employment at the end of their time at LHS. There are NO learner's post-16 who are NEET. 	<ul style="list-style-type: none"> Use of Compass + to record all meaningful encounter that students have with an employer of careers related activity. LMI is used to update the Careers Programme and that Year 9 and 11 learners have access to the latest information to make decisions at key transition points. LMI section of website updated for parents to access. Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor. Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days.
Year Two (2023-2024)	<ul style="list-style-type: none"> All careers' activities will be recorded on a school based system for each learner, with staff being able to access these records across the school. All learners in Years 7 to 11 to have created a profile on a school system to record their own careerspathways experiences and to be regularly updatingthese throughout the year. All learners have access to career and labour market information through PSHCE lessons, employability lessons, school display,website and tutor time. 	<ul style="list-style-type: none"> Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Embed the use of a school software system to learners and staff
Year Three (2024-2025)	<ul style="list-style-type: none"> All learners are updating their careers profile on a termly basis data analysis shows theseupdates across all accounts. To continue working with a range of local employers to ensure that all learners in Years 7 to 11 have at least one workplace visit per year and have at least Two encounters with an employer each year. 	<ul style="list-style-type: none"> Ensure that time is built into the Careers programme in PSHE/Employability lessons so that learners can update their profiles and that appropriate staff have relevant CPD training in order to access these profiles to check progress. Each curriculum area is responsible for at least one workplace visit per year recorded on Compass +.

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invited relevant partners into school and into lessons to engage with learners. Year 7-11 learners to have visited at least one further education provider by the end of the academic year. Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 learners embark on a work placement during the year and record the experience in booklets. Annual LHS Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 learners. The types of employers who attend will reflect LMI. Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer.
Year Two (2023-2024)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> All Year 10 students to complete a block work placement in summer term and to record this encounter. AHT in conjunction to work with a local university in order to plan opportunities for Year 10 learners to engage with a local university. Visits and virtual events with further education, apprenticeship and training providers. In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year Three (2024-2025)	<ul style="list-style-type: none"> Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links. Survey each curriculum area in order to establish what links have been created already and how successful these links have been.

Areas for Development

Objectives	Actions and Timescales	Success Criteria
<p>Further development of the Careers and Information guidance programme across KS3 and KS4 will improve the quality of provision and reduce the number of NEETS at KS4.</p>	<p>Explore different work-related learning providers within the local areas to ensure that all learners learning needs can be met through a wide and diverse curriculum.</p>	<p>Range of alternative providers identified and quality assured.</p>
	<p>Ensure that schemes of learning have a work-related learning module to ensure that learners have high aspirations.</p>	<p>- Scheme of learning identifies age-appropriate opportunities for delivering work related learning.</p>
	<p>Completion of cross curricular/key stage mapping to raise the profile of work-related learning.</p>	<p>- Cross curriculum mapping document completed outlining gaps that need to be completed. - Support plans and SEND ranges to include preparation for adulthood outcomes.</p>
	<p>Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential</p>	<p>- All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks. - Destination data analysis shows that the programme is effectively moving towards eliminating NEET learners.</p>
	<p>CPD for all teaching and support staff will be provided to all staff will understand CIAEG process and how this impacts on learner outcomes</p>	<p>- All teachers understand the aspirations of individual pupils more fully which will enhance personalised learning opportunities and provide for greater progress</p>
	<p>School to develop the involvement of the Careers Advisor to ensure Careers Education is transferred over to Key Stage 3, so there is a clear transition to Key Stage 4 for students</p>	<p>- All learners are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses and industry. - All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.</p>
<p>To support the sustained transition of Year 11 learners into Post-16 pathways.</p>	<p>To ensure that all current Y11 have identified and applied for a Post -16 pathway. To support the Autumn Term transition into Post 16 pathways</p>	<p>- All Yr11 pupils have identified a Post 16 destination and secured a pre-exam result offer.</p>

