**Guidance on creating a Strategic Careers Plan**

The Strategic Careers Plan designed by Teach First 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 guidance from Teach First from the free online ‘Introduction to Careers Leadership’ [modules](https://careersleadertraining.careersandenterprise.co.uk/) available on the Careers & Enterprise Company website, and includes:

* Vision
* Current state
* Key strategic objectives (student-centred and measurable)
* Action plan to achieve objectives

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| **Online Training**Explore our online short course, designed with Teach First, that provides Careers Leaders with essential knowledge and skills to improve career guidance in their school or college.**Take Online Course** [**here**](https://careersleadertraining.careersandenterprise.co.uk/) |

**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 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

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| **SLT Comments:** | **Link Governor Comments:** | **Enterprise Adviser Comments** |
| **Parent Voice Comments:** | **Student Voice Comments:** | **Staff Voice Comments:** |
| Vision for Careers Provision **Ideas**: |
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| Vision for Careers Provision **Statement**: |
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**Current State**

Assess the current state of your school or college’s careers provision through:

* Completing the Compass Tool
* Carrying out a SWOT analysis (looking at its existing Strengths, Weaknesses, Opportunities and Threats)
* Analysing your destinations data
* Local context: LMI, growth sectors, FE/HE provision, etc.
* Reviewing vulnerable cohorts and any ‘gaps’ in outcomes

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| Compass - Current Compass Score: |  |
| Compass - Priority Benchmarks: |  |
| Destination Data: |  |
| LMI – Key Growth Sectors: |  |
| Vulnerable Cohorts/Gaps in outcomes |  |

**Strength of Careers Provision SWOT**

**Components**: Careers Education, Careers within subject areas, LMI, Employer Engagement, Experiences of the world of Work, Encounters with FE/HE, 1:1 guidance

**Features**: Progressive programme, Each & Every & Student Level Tracking, Informed by Stakeholder voice, Known and Understood, Informed by Evaluation, SLT/Gov/HT ‘buy-in'

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| **STRENGTHS** | **WEAKNESSES** |
| **OPPORTUNITIES** | **THREATS** |
| **Key priority/action areas from SWOT:***
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**Key strategic objectives**

* 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

**Development of Careers Provision Objectives: Key Prompts**

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| **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: Key Prompts:*** 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.)
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| **Key Strategic Objectives** |
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**Example Action plan**

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

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| School Name:Career Leader Name: | Date Strategic Careers Plan Created: |  Date approved by SLT: | Date approved by Governors: | Proposed Review Date: |
|  | **Strategic Careers Plan - Academic Year: XXXX** |
| **Objectives***“What are the problems you are trying to solve?”* | **Actions, including CPD***“What would solve the problem?”* | **Responsible***“Who is responsible for each action?”* | **Time****“***When do you aim to have this completed by?”* | **Outcomes***“What would success look like?”* | **Progress** |
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**XXX (School/College Name)**

**Strategic Careers Plan**

Vision Statement: XXX

Statutory Guidance Checklist:

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| **Requirements and Expectations of Schools** |  |
| Every school must ensure that pupils are provided with independent careers guidance from Year 8 to Year 13 | Statement from school around Independent Careers Guidance Provision |
| Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access. | Provide a link to your Access Policy statement **here**(Example policy accessible [here](http://smartfile.s3.amazonaws.com/7de0ae7d29d6cf714120dca808762906/uploads/2019/09/CCC_policy_statement_on_provider_access-October-2018.pdf)) |
| Every school should appoint a named person to the role of Careers Leader to lead the careers programme. | Key Contact Details:XX School/College Careers Leader: NAMEXX School/College Careers Leader contact details: CareersLeader@XXschool.org.ukXX School/College Careers-Link Governor: XXXXX School/College Enterprise Adviser: XXX |
| Every school must publish details of their careers programme for young people and their parents. | Provide a link to your Careers Programme **here**Provide a link to your Strategic Careers Plan **here**Provide a link to your Careers Policy **here** |
| Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers. | Click [here](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1041_gatsby_toolkit_for_schools_final.pdf) to find out more about Gatsby BenchmarksProvide a link to your overall Career Programme with details of progressive employer encounters **here** |

Date of last review: XXX

Date of next review: XXX

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| **School Name: Key Strategic Objectives** |
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| **Strategic Careers Plan - Academic Year: XXXX** |
| **Objectives***“What are the problems you are trying to solve?”* | **Actions, including CPD***“What would solve the problem?”* | **Responsible***“Who is responsible for each action?”* | **Time****“***When do you aim to have this completed by?”* | **Outcomes***“What would success look like?”* | **Progress** |
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**XXX (School/College Name)**

**Careers Programme**

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| **Year Group** | **Progressive Learning Outcomes** |
| 7 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 8 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 9 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 10 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 11 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 12 | Personal Effectiveness | Career Readiness | Employability Skills |
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| 13 | Personal Effectiveness | Career Readiness | Employability Skills |
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| Year Group | **Learning Outcome** | Careers in the Curriculum | LMI | Encounters with FE/HE | Experiences of Work | Employer Engagement | 1:1 Personal Guidance |
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