**Careers Education Information Advice and Guidance (CEIAG) School Improvement Plan 2022/2023**

**Benchmark 1 -A stable careers programme**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| To develop a stable, structured careers programme with an appropriately trained person responsible for it. | 100% of pupils across all year groups, should be able to make informed decisions about education, training, apprenticeships and employment. |  |  |  |  |  |  |
| The careers programme should be published on the schools website so students, parents, teachers and employers can access it and understand it. | To promote the importance of the careers programme to students, parents and employers so they know what to expect and how they can contribute to its success. |  |  |  |  |  |  |
| The careers programme should be regularly reviewed and evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. | To undertake regular evaluation of the careers programme with clear intended purposes. Senior leadership team and Governing body should be used to inform future decisions about the careers programme. |  |  |  |  |  |  |
| To promote DEAR time in Careers Education | To further develop the Careers library areas within the whole school. To encourage shared reading of careers development literature and website information. |  |  |  |  |  |  |

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| **Action** | **Target Date** | **Success** |  | **Responsibility/ Leader** | **Cost** | **Termly RAG Review**  **R A G** |

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| 1. To inspire careers and enterprise activities within a stable careers programme to improve motivation, attendance and attainment. | October 2022 | Using the careers related programmes and PSHE Scheme of work. | Kingsmead School Website |  |  |  |  |  |  |  |  |
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| 1. To work with SLT, governors and Enterprise Adviser to develop a strategic careers plan showing how it’s implemented in the programme and how you will measure the impact of the programme. | Termly | SLT meetings/Middle leaders | Careers related Programmes for KS3 and KS4.  Careers development spreadsheet /tracking of all careers related activities opportunities.  Compass + to measure and evaluate the provision. |  |  |  |  |  |  |  |  |
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| 1. To support all staff through CPD and make aware of the Careers Strategy and the Benchmarks and what this looks like for the School. | 1 event per term | Twilight events  Inset Days  Subject meetings | Feedback for evaluation |  |  |  |  |  |  |  |  |
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| 1. Further development of careers library and LMI across the whole school. Encourage pupils to read out loud in careers IAG interviews and support DEAR time within bases. | Ongoing throughout the year. | Library in each base  Include reading SMART targets on IAG meeting notes. | IAG meeting forms |  |  |  |  |  |  |  |  |
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**Benchmark 2- Learning from careers and labour market information.**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Students and parents/carers should have access to high quality information about future study options and Labour Market opportunities. | 100% of pupils by the age of 14, should have accessed and used information about careers paths and LMI (Labour Market Information) to inform their own careers decisions. |  |  |  |  |  |  |
| Pupils should be supported by an informed adviser to make best use of available information. | 100% of pupils across all key stages will have the opportunity to speak with a qualified careers adviser to support pupils to make informed, impartial decisions. |  |  |  |  |  |  |
| Pupils have access to accurate and up-to date information which plays a key role in raising aspirations and promoting social mobility. | Parents and Carers should be encouraged to access and use information about LMI and future study options to support their young person. |  |  |  |  |  |  |

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| **Action** | **Target Date** | **Success** |  | **Responsibility/ Leader** | **Cost** | **Termly RAG Review**  **R A G** | | | | | |
| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| 1. To provide and promote LMI through displays and the careers library. | Ongoing |  | Visible throughout the whole school. |  |  |  |  |  |  |  |  |
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| 1. Illustrate common career challenges and examine how they can be overcome, through IAG support and within a classroom setting.   Challenging stereotypes and relationships to life roles, work life balance and career destinations. | ongoing | Careers related learning  PSHE lessons | Careers development folders for all key stages. |  |  |  |  |  |  |  |  |
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| 1. Parent /carers events to strengthen the relationship between school and home. These could include:  * Post 16 options for young people * Online safety * Career pathways and progression routes. * Jobs, training and apprenticeships. * Guest speakers * Older students to support young pupils to make use of resources * Careers assemblies | 1 event per term | Parents will be have a range of opportunities to engage with school to improve their knowledge and understanding and spend time with other parents of children with similar needs. | Parental questionnaire |  |  |  |  |  |  |  |  |
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**Benchmark 3- Addressing the needs of each pupil**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| The school has a clear strategic overview of a student’s career needs, knowledge and skills at each stage of their learner journey as well as the decisions they are likely to face. | 100% of pupils should be supported to improve social mobility by identifying barriers to overcome and the bridges of support they need to maximise their life chances. Pupils with special educational needs and disabilities (SEND) face additional challenges. |  |  |  |  |  |  |
| Reduce the number of pupils who are NEET | 98% of pupils are in full time education or employment when they leave school. |  |  |  |  |  |  |
| Schools to keep systematic records of individual advice given (IAG) including SMART targets given to all students. | 100% of pupils will have access to these reports to support their careers development.  Schools should collect and maintain accurate data for each student on education, training or employment destinations for at least three years after leaving school. |  |  |  |  |  |  |

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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| 1. Students are entitled to have different careers guidance needs at different stages. Information, Advice and Guidance should be tailored at each of these stages with diversity and equality embedded in the careers programme. | Termly | Classroom based learning  Equality and diversity lesson plans through careers related learning with further understanding, through PSHE. | Careers related programmes  PSHE lessons |  |  |  |  |  |  |  |  |
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| 1. To extend the careers education to develop early exposure to options available post 16 through visiting speakers in school for all year groups including a Q and A session and follow up for individual pupils. | Termly | Pupils will attend assembly type talks from guest speakers linked to careers. | Pupil voice to gain an interest in what professions they might be interested in.  Provide questionnaires for evaluation. |  |  |  |  |  |  |  |  |
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| 1. SEND pupils to have mentoring opportunities and positive employer encounters. Use platforms like Unifrog and The Careers Enterprise Company to target vulnerable pupils through valuable workshops that increase engagement and academic progress. | ongoing | All vulnerable groups are identified and monitored to ensure tailored support, particularly at Key transitions. | Provide feedback forms |  |  |  |  |  |  |  |  |
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| 1. Explore destination figures for Post 16 pupils by using NEET tracker spreadsheets and identify pathways and subjects that could be addressed. | Sept –November 22/23 |  | Compass + evaluation tool  NEET Tracker interventions and Strategies. |  |  |  |  |  |  |  |  |

**Benchmark 4-Linking curriculum to careers**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Science, Technology, Engineering and Maths (STEM) subject teachers to highlight the relevance of STEM subjects to help widen the knowledge of a range of careers. | By the age of 14 100% of pupils has had the opportunity to learn how STEM subjects support pupils to gain entry to a wide range of careers. |  |  |  |  |  |  |
| Core subject teachers implement the importance of succeeding in Maths and English | Subject teachers have clear understanding of the careers programme and the intended careers outcomes. |  |  |  |  |  |  |
| Boost pupil’s achievement by helping pupils progress by linking curriculum learning to careers. | Linking careers related sessions to the curriculum can be used, to pull together and complement everything learned in core subjects. Encounters with STEM employers and experiences of STEM workplaces to support pupils understand the skills and knowledge they are developing and the impact this has on their futures. |  |  |  |  |  |  |

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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| 1. STEM opportunities for all key stages.  Toyota to offer Work Experience for KS4  Guest speakers to deliver workshops from Toyota, Rolls Royce and Bombardier. | Nov-Jan | Encourage teachers/support staff who have moved into teaching from other jobs to make their previous experience and expertise available to students.  Invite Ex pupils who work in STEM industries to give talks to school aged pupils. | Questionnaires Employers and students.  Careers development folders to provide evidence for careers related activities around STEM. |  |  |  |  |  |  |  |  |
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| 2. Students are given the opportunity to develop their career thinking and acquire career management and employability skills. | Jan 23 | Schemes of work around STEM subjects-Careers related learning.  Tomorrow’s Engineers –Career resources and lesson plans for students 11-14 years | Careers development folders for all kay stage pupils. |  |  |  |  |  |  |  |  |
| 3. Organising career learning through extra –curriculum activities- e.g. enrichment activities which are connected to the curriculum. | Nov/Jan | STEM clubs to build on the interest of Science, Maths and Technology. | Track and record STEM learning. |  |  |  |  |  |  |  |  |

**Benchmark 5- Encounters with Employers and employees**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Students to have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. | 100% of pupils have the opportunity for work based learning encounters with employers through Work Experience or Virtual Work experience. |  |  |  |  |  |  |
| Students should participate in one meaningful encounter every year between years 7 to 13. | Promote opportunities for staff and parents/carers to engage with and learn from employer and employee encounters. |  |  |  |  |  |  |
| Develop a shared approach with staff to plan and judge the effectiveness of encounters. | Celebrate the success through alumni in delivering employer and employee encounters. |  |  |  |  |  |  |
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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| Meaningful encounters with an employer every year. | ongoing | Year 7 and 8 –Exploring the student’s interest and motivation to develop a broad understanding of the world of work.  Year 9 and 10 –Building aspirations and exploring career opportunities in more detail to include challenging Stereotypes  Year 11 and Post 16- Making plans and applications  Structured work/virtual work experience, volunteering and personal development. | Work Experience Booklet  Careers related learning- Work experience workshops  PSHE scheme of work-The Wider World.  Derby City Council  Speakers for School VWEX |  |  |  |  |  |  |  |  |
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| Draw on evidence of Work Experience encounters. | May /June 23 | Focus on Implementation of WEX including briefing and debriefing for pupils. | Work Experience Booklet Careers related learning- Work experience workshops  PSHE scheme of work-The Wider World.  Derby City Council |  |  |  |  |  |  |  |  |

**Benchmark 6 –Experiences of workplaces**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| By the age of 16 , every student should have first-hand experience of the workplace | 100% of pupils should have the opportunity to visit workplaces, work experience and work shadowing to help exploration and expand network. |  |  |  |  |  |  |
| Students should be able to gain valuable insights into career interests and values, which will help support them with their decision making. | 100% of pupils should have access to the World of Work skills, through careers related learning activities i.e. Mock interviews and CV writing workshops. |  |  |  |  |  |  |

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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| Preparing students for experience of the work place. Building knowledge of LMI, overcoming stereotypes and developing confidence and employability skills. | Dec – March | Increasing the awareness of the range of sectors, industries and roles. | Careers development folders  Mock interviews  Guest speakers  Visits to workplaces  PHSE  Careers related lesson plans. |  |  |  |  |  |  |  |  |
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| Balancing student choice and raising aspirations. | Dec- March | Workshops on Stereotyping.  Strengths and Weaknesses  Jobs roles and industries  Seeking vocational interests prior to workplace experiences matching and monitoring. | Work experience booklets to help track and record their work experience placement.  Providing reflection and debriefing opportunities with careers guidance sessions. |  |  |  |  |  |  |  |  |
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**Benchmark 7-Encounters with Further and higher education**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| By the age of 16, every pupil should have had a meaningful encounter with a providers of the full range of learning opportunities. | 100% of pupils should have good knowledge of apprenticeships and other work based training.  Further and higher education |  |  |  |  |  |  |
| Encounters with further and higher education which are part of an overall approach. | 100% of pupils should have access to selected sources of information including digital and print based, which are promoted through the schools website, newsletter and social media |  |  |  |  |  |  |

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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| Key stage 3 to inspire pupils with visits to colleges and universities within the local area.  Key stage 4 to introduce apprenticeships and work based learning to pupils.  Personalised and small group information, advice and guidance. | Dec - March | Increasing the awareness of further education and universities pathways.  Understanding the term  “Earn as you Learn”  Employment for young people | Career visits to organsations  PSHE  Careers related activities  Opportunities for Q&A discussions  Feedback forms from students/ colleges and universities.  Resources- NOT GOING TO UNI? |  |  |  |  |  |  |  |  |
| Staff from colleges and universities to give talks to college/ University life  What to expect  Expectations  Bursaries  Travel  Accommodation Visits. | April – June | Guest speakers from local colleges and Universities  Workshops on:  Applications  UCAS- What is it? | Careers related learning schemes of work  PSHE- World of work  Q&A sessions  Resources from colleges and Universities on open days and other events. |  |  |  |  |  |  |  |  |

**Benchmark 8- Personal guidance**

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| **KPI** | **Target** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Every student should have opportunity for guidance interviews with a careers adviser provided that they are trained at Level 6 + | 100% of pupils should have access to a careers adviser who must hold a careers guidance qualification at degree level (level 6). |  |  |  |  |  |  |
| Every student should have at least one interview by the age of 16 with the opportunity for a further interview by the age of 18. | 100% of pupils should have access to guidance activities which include:  Listening to students ideas, supporting students to identify and explore suitable options.  Challenging pre-existing assumptions  Learning about LMI  Building students persistence, motivation and confidence |  |  |  |  |  |  |

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| **Evidence/ QA** | **1** | **2** | **3** | **4** | **5** | **6** |
| Careers Advisor to work closely with staff to deliver a range of individual support to students including: |  | Year 7 – Where would I like to Work?  Year 8+9 – Option choice and choosing  Pathways.  Pre/ Post 16- In –depth support to interpret information and apply it.  Group sessions on particular topics, such as apprenticeships, MI trends or employability skills. | Careers Fairs  Parent/Carer events  Drop in sessions for students at convenient times during school.  Support at exams day |  |  |  |  |  |  |  |  |
| One to one guidance with a trained careers adviser at crucial points of decision making.  Careers Advisors also assist the school on planning provision, training staff and evaluating the programme. |  | Career Advisor and PSHE Staff to organise appointments for key 3/key 4 students for Information Advice and Guidance talks. | Careers guidance meetings, which are shared with pupils and staff on KDrive.  Track and monitoring of careers discussions.  CPD evidence. |  |  |  |  |  |  |  |  |
| Students and parents/ carers are clear on how to access personal guidance and are able to refer themselves at appropriate times. |  | Invitations to parents and Carers to visit bases.  Design newsletter for pupils, parents and carers. | Home Visits  Parent/carer invites into school for Post 16 discussions.  Coffee mornings.  Website and social media information.  Newsletters monthly created by careers.  Feedback/ survey Monkey |  |  |  |  |  |  |  |  |
| Staff are proactive in supporting students with complex lives e.g. young carers, looked after pupils and SEND. |  | Collaborative working with heads of subjects  Base managers  Comparing approaches with other schools within the local area. | Needs are recognised and resources with more intensive, wrap around support, including ongoing mentoring.  CPD training  Attending EHCP meetings/Review meeting and TAS within the school. |  |  |  |  |  |  |  |  |