

IA Careers Strategy Long Term Plan 2025-2028

Long-Term Strategic Objective1: Embed careers in the school curriculum taking into account Labour Market Information (LMI) to inform key areas of focus.

Link to Benchmarks: 1, 2 and 4

| What will success look like (Milestones)? What do we need to achieve? | | What actions will we take as a school to achieve these milestones? |
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| Year one 2025-2026 | <p>Identify knowledge and gaps in knowledge of students, parents/carers and staff in regards to careers.</p> <p>Develop staff knowledge of key elements in careers education so they are equipped to embed careers into their subject areas.</p> <p>Schemes of work to make specific reference to careers links for every subject area.</p> <p>Careers Champions from each subject area will be responsible for promoting careers within their department and ensuring latest information is disseminated to staff.</p> <p>Up to date links of LMI accessible to our students, parents/carers as well staff via the school website, letters home as well as other forms of communication used by the school.</p> <p>Publicise LMI within school to students and staff so both groups are aware of up to date information and latest trends.</p> | <p>Online survey to be completed by key stakeholders within a two week period. Results will be analysed and outcomes discussed.</p> <p>CPD session provided to staff which will empower them to embed careers including LMI links into their lessons.</p> <p>Careers team/ SLT to work with Heads of Department (HoD) by providing/signposting relevant resources and CPD on careers education within their subject areas.</p> <p>HoD from each subject area will assume the role of Careers Champion and will receive information/guidance from the careers team to support them in their role.</p> <p>Obtain relevant information and resources which can be promoted to students/parents. Update website with relevant links for independent research.</p> <p>Produce/acquire high quality resources for each subject area. Show staff where information can be found. Use Unifrog to share key information with all students.</p> |
| | <p>70% or more of staff are confident to embed careers in their subject areas and are able to make use of LMI.</p> <p>Careers champions are fully committed and equipped in promoting careers within their department</p> <p>60% or more of year 9 students will use LMI when considering their option choices.</p> <p>60% or more of students across all year groups understand what LMI is, how to use it and where to find information.</p> | <p>Follow up CPD session provided to staff making use of local expertise. This will include the sharing of ideas of how to embed LMI and career links into lessons.</p> <p>Termly meetings between Careers Leader and Careers Champions.</p> <p>LMI included in communication sent home to parents/carers, presentations in school and subject area stands at option evenings.</p> <p>Student focus group set up to assess knowledge and understanding of LMI. Outcomes to be compared to initial survey data.</p> |

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| Year three 2027 - 2028 | <p>90% or more of students demonstrate a good understanding of how LMI is used and will be able to make use of it to inform their decision making about option choices and post 16.</p> <p>All subject areas are independent and able to update/utilise LMI/embed career links on a regular basis.</p> | <p>Student focus group to ascertain knowledge of LMI as well checking post 16 destinations in KS4.</p> <p>Learning walks, subject audits and student focus groups to determine how successful departments have been at embedding careers and whether there are clear subjects links to the world of work.</p> |
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| Long-Term Strategic Objective 2: Empower students to make informed decisions about their future education and career choices. | | |
| Link to Benchmarks: 1, 2, 3, 7 and 8 | | |
| What will success look like (Milestones)? What do we need to achieve? | | What actions will we take as a school to achieve these milestones? |
| Year one 2025 - 2026 | <p>Students and staff are competent at using Unifrog and see the relevance of it for careers education.</p> <p>Updated resources/links on careers website which provides information for students as well as parents/carers on career pathways, upcoming events and how to fully make use of Unifrog.</p> <p>Base group careers sessions set up and implemented - differentiated for each year group.</p> <p>Student (all year groups) aspirations are recorded in the first term of the academic year.</p> <p>Future Skills Questionnaires (FSQs) to be completed by students in years 7, 9 and 11.</p> <p>Staff are aware of education and career pathways leading to meaningful interactions with students.</p> <p>Students are able to record careers linked encounters/experiences and reflect on them at later points of their school journey.</p> | <p>Relaunch Unifrog to students via tutor time and to staff during CPD.</p> <p>Ensure up to date information on career pathways and opportunities (linked to LMI) are on our school website as well as promotion of Unifrog and how to use it. Letters sent home to parents/carers in the first half of autumn term.</p> <p>Scheme of work and resources extracted from Unifrog (adapted for our school) and shared with base group tutors during PD day at the start of the academic year.</p> <p>Students to complete quiz profiles on Unifrog (during PSHE lessons) and then from the suggested careers, they choose at least three that interests them,</p> <p>Students are educated on what FSQs are in base group time. Questionnaires to be completed in PSHE lessons in the first half of autumn term.</p> <p>CPD for staff in the autumn term providing them with information/resources on GCSE options, post 16 choices and career pathways in their subject areas.</p> <p>Students are shown how to record their careers education experiences on Unifrog in base group time and how to use this information for reflective practice.</p> |

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| <p>Year two 2026-2027</p> | <p>90% of targeted students (years 7, 9 and 11) complete FSQs by the end of the autumn term.</p> <p>90% of students have identified at least three career aspirations on Unifrog by the end of the autumn term.</p> <p>95% of students know who they can talk to/seek support about career choices.</p> <p>70% of students have recorded their encounters/experiences on Unifrog and can refer to them when making decisions about their future.</p> <p>80% of staff are confident in their knowledge of education and career pathways, in particular those linked to their subject, and can provide a competent level of careers support for our students.</p> <p>80% of students (in years 9, 10 and 11) and their parents/carers have a good understanding of the requirements of different education pathways/career choices, where to get support from and are able to make informed decisions.</p> | <p>FSQs are promoted in base group time and PSHE lessons to show students benefits of completing.</p> <p>Include Unifrog session in autumn PSHE scheme of work to ensure the students complete the task of recording their aspirations.</p> <p>Student focus groups and google form surveys.</p> <p>Careers key staff to consistently remind students to record experiences on Unifrog. Audit on Unifrog data carried out by key staff.</p> <p>Staff and student surveys carried out to assess level of understanding and engagement with careers education.</p> <p>Student focus groups set up to evaluate knowledge of pathways. Parents/carers complete a google form survey sent home via link. Monitor yr9 option choices and yr11 destinations. IAG meetings with Level 6 Careers Leader</p> |
| <p>Year three 2027-2028</p> | <p>All students can plan their career path/journey by actively engaging with the careers education resources/support available to them and can articulate their choices.</p> <p>All staff are confident in their knowledge of career pathways as well as student aspirations and are able to support students with their career planning.</p> <p>All students in years 9, 10 and 11 and their parents/carers have knowledge of and can access the careers support available to them to help make informed choices about their future.</p> | <p>Monitoring and evaluation of student destinations data as well IAG meetings with Level 6 Careers Leader.</p> <p>Staff and student surveys to assess staff knowledge on career pathways. Learning walks and subject audits.</p> <p>Monitoring and evaluation of student destinations. Student and parent/carer surveys to assess knowledge of careers support. IAG meetings with Level 6 Careers Leader.</p> |

Long-Term Strategic Objective 3: Developing and implementing bespoke careers support for targeted and vulnerable groups, in particular disadvantaged, EAL and SEND.

Link to Benchmarks: 1, 3, 5, 6 and 8

| <p>What will success look like (Milestones)?</p> <p>What do we need to achieve?</p> | <p>What actions will we take as a school to achieve these milestones?</p> |
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| <p>Year one 2025-2026</p> | <p>Baseline data on careers aspirations of different student groups including SEN and pupil premium (PP).</p> <p>Key staff are aware of the needs of different groups of students in years 9, 10 and 11 so that appropriate levels of support can be provided.</p> <p>Students, staff and parents/carers are aware of the SEN support pack on Unifrog and how to use it as well as who they can talk to about careers.</p> <p>SEN, EAL, PP students and other disadvantaged groups get 1:1 careers support/advice at important points of their school journey (year 9 options, year 10 work experience and year 11 post 16 choices).</p> <p>Effective and appropriate communication of upcoming events for SEN/EAL students so that they are prepared and maximise their experience.</p> <p>SEN and other disadvantaged groups of students in KS4 have interactions with local education and training providers to raise aspirations and develop knowledge of career pathways.</p> <p>SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) to work with SEN students and their parents/carers on understanding key transition points of school life and help/support available.</p> | <p>All students will identify and record at least three career aspirations on Unifrog during {SHE lessons in the autumn term.</p> <p>Key staff to have CPD from SEND team as well as SLT lead for progress to gain better understanding of the needs of targeted/vulnerable students.</p> <p>CPD for staff and students shown how to access and use by the SEN team/key staff. Letter sent home to parents/carers.</p> <p>SEN and disadvantaged students are prioritised for 1:1 and small group support by key staff in the careers team with help from the SENDCo/SLT.</p> <p>Differentiated information using simple and illustrative resources to explain upcoming events to targeted students. SEND team to help with resources and communicating with students.</p> <p>Targeted small groups taken on visits to local providers. Follow up sessions with key staff in school to reflect on experiences and check understanding.</p> <p>Key staff to secure services of SENDIASS and plan for them to be in school once a month to work with SEN students as well as offer a parent/carer drop in session once a term.</p> |
| <p>Year two 2026-2027</p> | <p>All key staff are aware of targeted groups for careers intervention and are confident in how to best support them.</p> <p>80% of SEN, EAL and disadvantaged students are clear on future aspirations and can plan their career journey with confidence.</p> <p>All SEN, EAL and disadvantaged students have 1:1 or small group careers meetings with key staff.</p> <p>All targeted student groups and their parents/carers are aware of the key members of staff for careers education as well as where to get additional support.</p> <p>90% of targeted students including SEN in KS4 have meaningful experiences with local education/ training providers.</p> <p>60% of targeted students including SEN apply for higher levels of post 16 education/training options.</p> | <p>Staff CPD and sharing of resources such as progress and Unifrog trackers.</p> <p>Student conversations with key staff from the careers team as well FSQs and google form surveys.</p> <p>Targeted groups are seen first leading up to key school transitional points. Conversations/outcomes from meetings recorded and shared with key staff for monitoring and evaluation.</p> <p>Posters/letters/emails detailing where and who to get advice/help from as well as signposting external sources of support.</p> <p>Appropriate trips/experiences in place ensuring post 16 providers are aware of the nature of the group of students they are interacting with and differentiate sessions to accommodate.</p> <p>Targeted students supported with their career planning by key staff. Aspirational experiences and interventions by the careers team as well as external partners.</p> |

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| Year three 2027-2028 | <p>All targeted students including SEN are clear on their aspirations and are confident in planning their career journey due to knowledge of pathways and support from the careers team as well as key external partners.</p> <p>All targeted students including SEN in KS4 have meaningful experiences with post 16 providers and can articulate the benefits from those experiences.</p> <p>All targeted students in KS4 are aspirational in their career pathway choices.</p> | <p>1:1 and small group sessions with key staff from the careers team including Level 6 advisor. Unifrog is used on a frequent basis to understand career pathways and what is required</p> <p>Ensure local providers can accommodate additional sessions/visits for targeted students and show students the full range of pathways available to them. Students record experience on Unifrog.</p> <p>1:1 meeting with key staff from the careers team. Tracking, monitoring and evaluation of yr11 destination data.</p> |