

Benchmark 1

Module 1: Building a Strategic Plan

Webinar



Facilitation



Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.



“Gatsby Benchmark 1 is the foundation and starting point for any Careers Leader, without the research and without the planning no careers programme is going to be impactful, it will be a series of events, that while enjoyable, don't have the impact they could in transforming young people's aspirations and progression.”

LEANNE JOHNSTON
Assistant Headteacher and Careers Leader

Webinar Aims

By the end of this webinar you will be able to:

- Describe the value and benefits of a strategic plan
- Understand the process of building a Strategic Careers Plan





**What is possible with a
Strategic Careers Plan?**

What is possible with a Strategic Careers Plan?

- School/College culture/ethos informed by student destinations
- SLT support and resource
- Embedded progressive careers provision for 'each & every' student
- Whole school approach
- Distributed leadership for careers
- Careers embedded in curriculum
- Improved outcomes for 'each and every student'
- Focused activity and ambition for each benchmark



Resource

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](#) available on the Careers & Enterprise Company website, and includes:

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

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](#)

Aim of a Strategic Careers Plan

To ensure that the Careers Leader is able to implement a progressive career programme, which meets the needs of 'each & every' student and tracks the impact of careers provision

Creating a Strategic Careers Plan

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

Vision

- Links to Mission/Value Statements and Ethos
- Vision for Careers **or** Vision for whole school/college
- Stakeholder Voice



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

| | | |
|---|-------------------------|-----------------------------|
| SLT Comments: | Link Governor Comments: | Enterprise Adviser Comments |
| Parent Voice Comments: | Student Voice Comments: | Staff Voice Comments: |
| Schools Vision Statement: | | |
| | | |
| Vision for Careers Provision Ideas: | | |
| | | |
| Vision for Careers Provision Statement: | | |
| | | |



Vision: Example

“All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work”

Walker Riverside Academy, North East



Assess the current state of your school or college's careers provision

- Complete the Compass Tool
- Analyse your destinations data
- Consider Local context: LMI, growth sectors, FE/HE provision, etc.

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

| | |
|-------------------------------------|--|
| Compass - Current Compass Score: | |
| Compass - Priority Benchmarks: | |
| Destination Data: | |
| LMI - Local and Regional Context: | |
| Vulnerable Cohorts/Gaps in outcomes | |

SWOT Analysis

What would you plot?

Consider:

Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers, Impact Measurement, Evaluation

Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance

Strength of Careers Provision SWOT

Consider:

Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers, Impact Measurement, Evaluation

Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance

| | |
|---------------|------------|
| STRENGTHS | WEAKNESSES |
| OPPORTUNITIES | THREATS |

Key priority/action areas from SWOT:

-
-
-

SWOT: Example

| | |
|--|--|
| <p style="text-align: center;">STRENGTHS</p> <p>Careers Leader with Level 6 Careers Leadership Regular Slots at SLT and Governors Link Governor for Careers Engaged EA with strategic link to CL Embedded process for Evaluation Strategic Plan and Programme Known and Understood by Staff – BM1 strength Strong Employer Engagement* (see threats) Onboarded with Compass+ to track programme at a student level</p> | <p style="text-align: center;">WEAKNESSES</p> <p>BM7 not progressive and comprehensive – need to focus on ITP/Apprenticeships offers BM6 not embedded as an entitlement for all students pre-16</p> |
| <p style="text-align: center;">OPPORTUNITIES</p> <p>Staff CPD planned in to develop BM4 Audit complete against Career Learning Outcomes 'Careers Champions' identified to develop 'teaching through the lens of careers'</p> | <p style="text-align: center;">THREATS</p> <p>Impact of Lockdown on student engagement, employer engagement, potential NEET</p> |
| <p>Key priority/action areas from SWOT:</p> <ul style="list-style-type: none"> • Engage with EA and Link Governor to review employer engagement post Covid 19 Lockdown • Plan and deliver Experience of Work proposal to SLT/Governors Pre-16 with a focus on re-engagement and links to current LMI • Review BM7 provision as a progressive flow through programme including all Post 16/18 routes – urgent links to Yr11/13 and Yr10/12 • Continue to develop Staff CPD and engagement around BM4 | |

Creating a Strategic Plan – Key strategic objectives (Careers Provision)

- What are the specific issues you are trying to solve?
- What would solve the problem?
- What does success look like?



Creating a Strategic Plan – Key strategic objectives (School/College Priorities)

- What are the specific issues the school/college are trying to solve?
- What are the opportunities within Careers provision to support outcomes in this area?
- What does success look like?
- Who else is responsible?



Creating a Strategic Plan: Strategic Objectives

- What would key strategic objectives address in your school/college?
- Consider prompts around: Vision, Current State, Whole School/College Priorities

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

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.)

Creating a Strategic Plan: Action planning

Action Plan should include:

- Time-frames
- Responsibilities
- Evaluation plans

Action plan

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

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

| 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 |
|---|---|---|---|---|----------|
| "Ensure that key stakeholders 'know and understand' careers provision and that stakeholder voice is used to inform careers provision" | Students: <ul style="list-style-type: none"> Secure half termly slot on Assembly programme to highlight half termly focus for each year group with key updates, LMI, etc. Learner Journey to be displayed in school/college brochure and displayed in each tutor base Aut1 & Summer2 Student focus group stakeholder voice using Future Skills Survey CL/EA to attend Student Council for annual briefing and to review provision Careers Leader to contribute to programme and resources for options processes in Yr9 & 11 | Career Leader/Assembly Lead Career Leader/Graphics Lead Career Leader Career Leader/EA Careers Leader/Options Lead | Sept 2019 Sept 2019 Sept 19 & July 2020 Spring 2020 Dec 2019 and Nov 2019 | Students to know and understand termly focus Students understand progressive provision overview 'at a glance' Career Leader to understand student perception and student view of provision Students to feel well supported at key transition points | |
| | Staff: <ul style="list-style-type: none"> Secure termly slot at Staff CPD and half termly slots at Staff Briefings to highlight focus area, LMI, progress and key activity Secure slot at Middle leader Meeting in Aut Term to establish Career Champion Programme and highlight roles, responsibilities and expectations Schedule Career Champion Meetings (one per term) Aut1 and Summer 2 Staff Focus Group | Career Leader/CPD Lead Career Leader/Middle Leaders Careers Leader/Careers Champions Careers Leader/ Staff | Sept 2019 Sept 2019 Ongoing Spring 2020 | Staff to know and understand termly focus Careers Champions to be visible ambassadors for provision within departments Clear strategy for Careers Champions Careers Leader to understand staff perceptions and view of provision | |
| | Parents: <ul style="list-style-type: none"> Update Website with key Careers information for parents and learning journey overviews Termly key update via social media/school gateway with key update for parents Agree attendance and content at key parental engagement events (Parents Evenings, Transition Evenings, etc.) Submit information for options booklet with key information, contact details and LMI updates, etc Secure permissions for Yr 11 Action Plans to be shared with parents | Career Leader/Website Lead Career Leader/Communications Lead Career Leader/ Parental Engagement Lead Career Leader/Options Process Lead Career Leader/Head of Year 11 | Sept 2019 (and regular updates) Each Term Sept 2019 Dec 2019 | Parents to be able to access key information and overview with ease Parents to feel well informed about careers provision Parents to feel supported around careers at key transition points Parents to receive action plans Parents to feel supported through options process | |

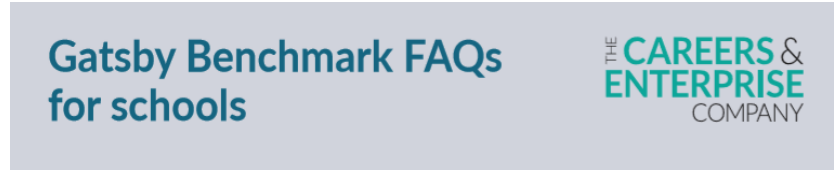
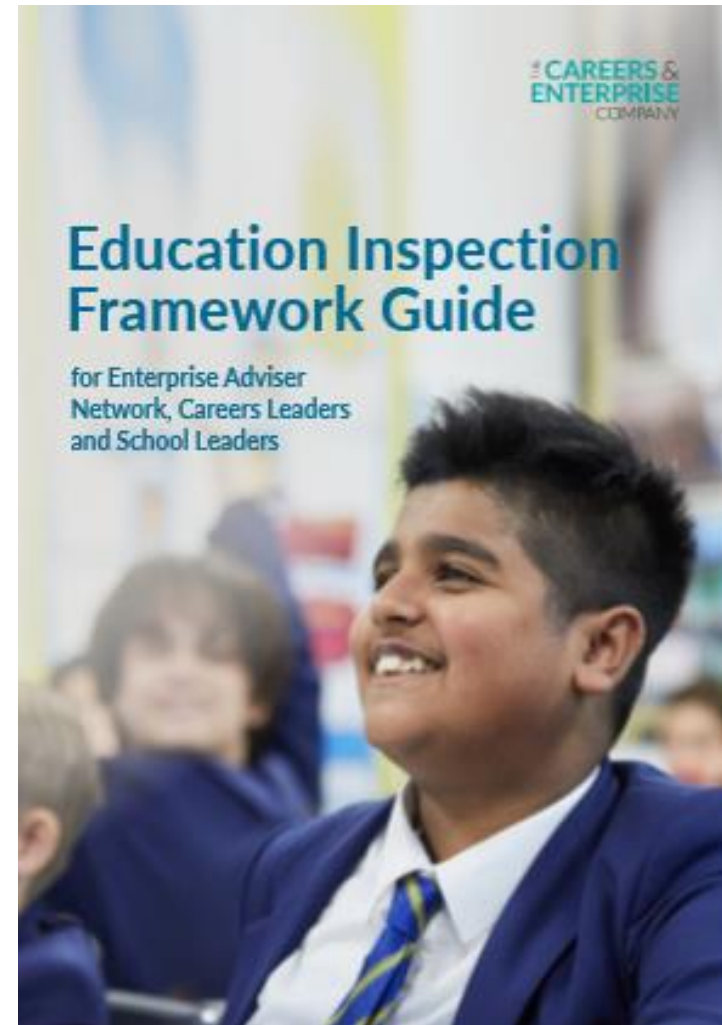
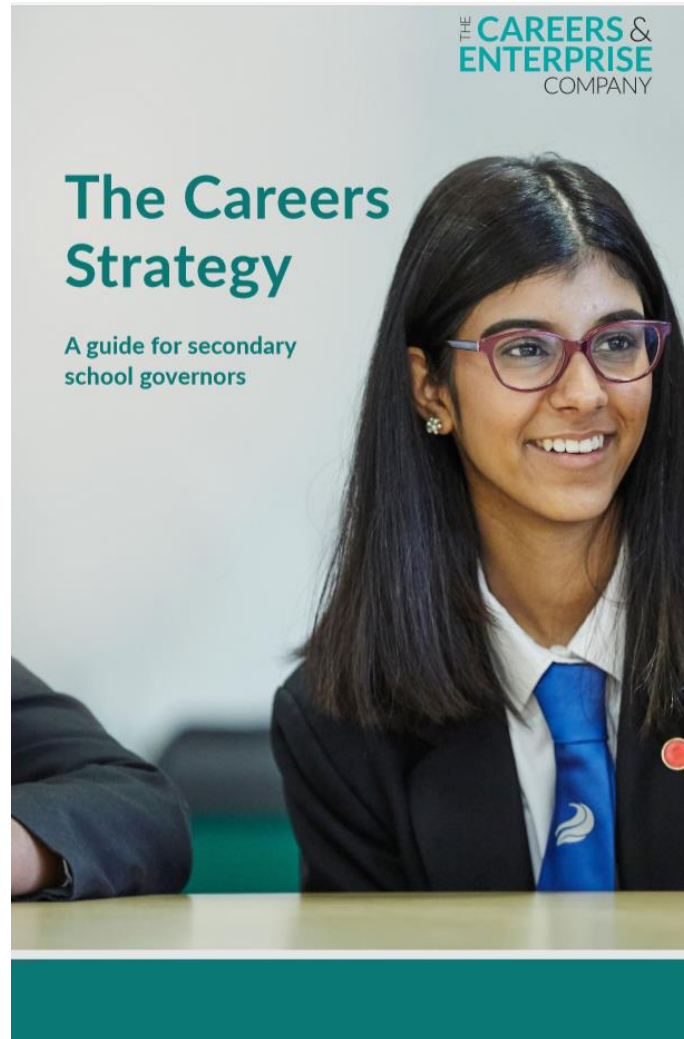
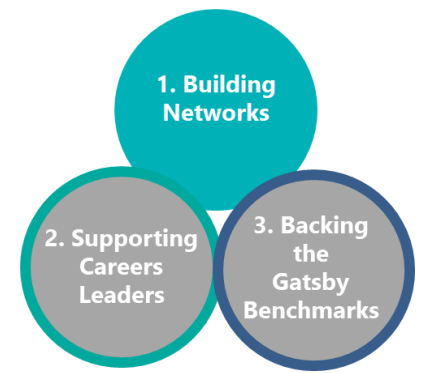
Creating a Strategic Plan: Next Steps

- Engage with EA as appropriate
- Share Strategic Plan with SLT
- Engage with SLT colleagues 'Build a coalition'
- Share Strategic Plan with Governors



Resources

Resources



This guidance has been produced in response to questions from Careers Leaders, Headteachers and Enterprise Coordinators to clarify requirements and expectations of schools on each of the Gatsby benchmarks.

Gatsby Benchmark 1 - A stable careers programme

Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

Requirements:

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

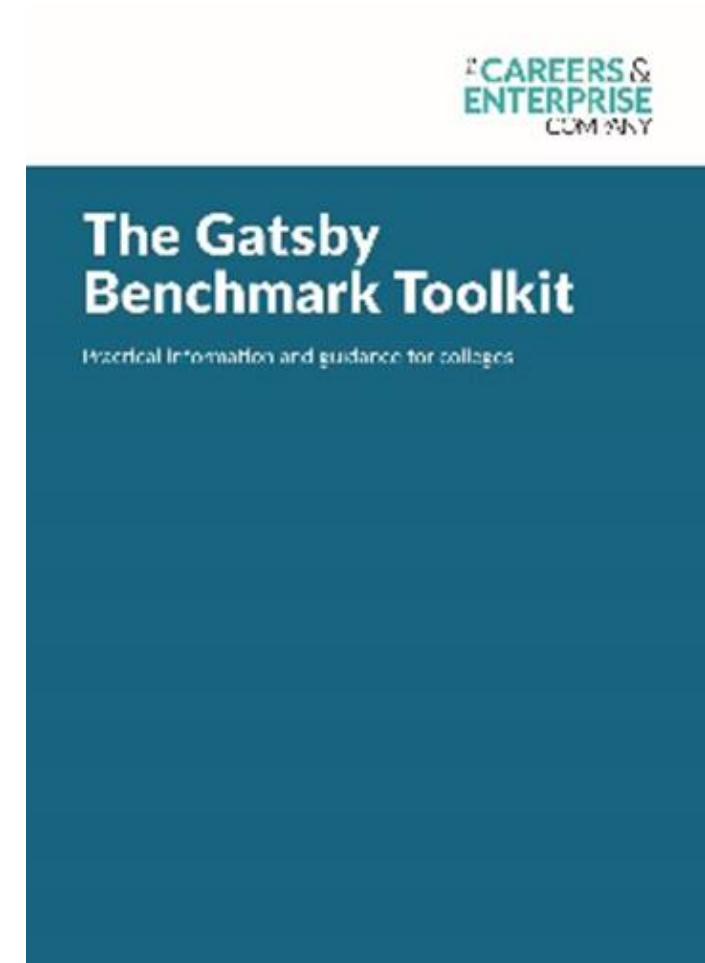
The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

FAQs

1. What information do I need to put on my school website regarding the careers programme to target different stakeholders?

You must ensure that the information regarding your school's careers programme, the types of activities offered at your schools and when careers activities are taking place is accessible and can be understood by students, parents, teachers, governors and employers. There is no need to create a different section for each of your stakeholders but you should ensure that you cover what each group need to know. For example:

- Students/Parents/Carers - should have a clear understanding of the careers provision offered at your school.
- Teachers - should be able to understand the key objectives of the careers programme and how their role fits within that.
- Governors - should be able to understand your overarching strategy, how this fits in with the objectives of the whole school.



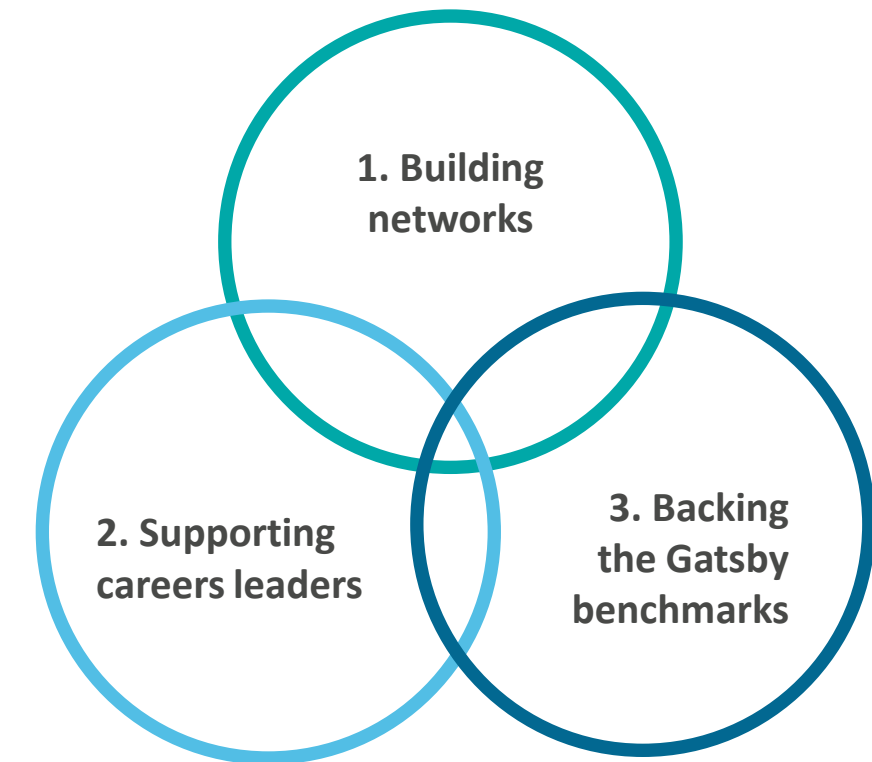
Examples from across the network to support benchmark 1 can also be found in the [Resource Directory](#) on the CEC website

Free Online Training Modules:

An Introduction to Careers Leadership

Course Aims:

- Understand what good careers leadership looks like
- Understand each of the Gatsby Benchmarks in detail
- Have given some consideration to what a careers programme and strategy for your school or college could look like
- Have identified the next steps in your development as a Careers Leader



Recommended for:

Careers Leaders
SLT/Governors with
responsibility for Careers
Careers Co-ordinators

Enterprise Coordinators
Enterprise Advisors

Funded training bursaries for Level 6/7 Careers Leadership are available:

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I personally have found the role considerably enhanced by completing the L6 diploma in Careers Guidance and Development to fully understand the theoretical principles which underpin careers work and I would strongly recommend this to any prospective Career Leader or as a way to refresh an experienced Careers Leader.

Philippa Hartley, Careers Leader at Huntcliff School



Questions?



Reflective Questions for Delegates:

- How might you approach the visioning process?
- What would you plot in a SWOT analysis about the 'current state' of Careers Provision?
- What would you anticipate being strategic objectives for your careers provision?
- What questions do you have to be addressed in the surgery on 22nd May