



## SHS Strategic Development Plan – Career Related Learning

*“Career guidance supports individuals to consider their place in the world and plan for their future” Tristram Hooley*

Striving for excellence is at the heart of all we do at Shoeburyness High School. We are committed to improving the life chances of our learners by providing an excellent Career Related Learning Journey across all key stages. To achieve our ambitions, we intend to continually improve the quality of Career Related Learning through robust evaluation. This document is a proposal to implement strategies that will, in the long-term, achieve an excellent standard in Career Related Learning at Shoeburyness High School.

**Rationale:** According to recent government reviews (Careers guidance in schools: 29 September 2023). Most schools were seen to be using good practice and our recent Ofsted inspection (May 2023) validated this for SHS. However, there were four main recommendations from this research- At SHS we are already meeting the majority, as we actively work with the Greater Essex Careers Hub and employ an outsourced expert from Southend Connexions. The other recommendations that are relevant to this plan, are those around developing staff knowledge of technical pathways (including T levels) and addressing the issue of ‘careers guidance being underdeveloped in Key Stage 3’.

**Intent:** We intend to use a holistic delivery, with a model that combines the weekly tutor programme with subject specific careers work and distinct coverage in our PSHE programme for every year group. Followed up with specialist impartial guidance in Year 9 options and Years 10 and 11. This supports our whole-school priorities in relation to students’ ‘feeling a strong sense of belonging’ and improving attendance. Developing a ‘tangible culture of inclusivity’, with individual and impartial guidance for all students. The careers curriculum will be ‘ambitious, exciting, and rich’, particularly in Key Stage 3 to further ‘liberate students’ opportunities towards Post -16 and Post -18 destinations.

In a commitment to our staff and learners, our Career Related Learning Programme will be designed to:

- Ensure all staff build the knowledge required to effectively deliver career related learning to their tutor groups and within their subject areas.
- Ensure provision of the required access to improve student encounters with employers, employees and further and higher education.
- Ensure clarity and effective communication of career related learning to all stakeholders.

### Implementation:

1: Staff CPD will continue to provide training for the use of Unifrog, Gatsby Benchmarks and Compass+ where relevant:

- The Careers Lead will provide adequate information and resources for all staff in the expectations of the whole school use of Unifrog and in identifying a ‘careers colleague’ in every department.
- The pastoral HOYs and HOFs will provide regular meeting time for form tutors and subject staff to review the use of Unifrog, implementation of the student checklists and new curriculum work in careers.

2: Improved liaison with the Greater Essex Hub will improve our provider access across the key stages:

- Greater opportunity provided for students to encounter employers and employees (Benchmark 5).
- Greater opportunity for students to experience encounters with FE and HE (Benchmark 7).

3: Communication for all stakeholders will be clear and effective:

- The Careers Padlet will be updated and shared with staff regularly.
- The CIEAG section on the school website will be improved and updated for stakeholders.
- The Career Related Provision across the school will be fully evaluated and reviewed using the QiCS.

### Desired Impact:

- Strengths and areas for development whole school and through career related learning are acted upon and improved through increased leadership, knowledge, accountability, and strategic thinking.
- All middle leaders meet and/or exceed the knowledge required to implement careers in their subject areas.
- The minimisation of variation in tutor time delivery leads to exceeding national expectations in CIEAG.

**The evidence base for ELT:** Unifrog engagement statistics; Compass+ Reviews, line management notes; tutor learning walks; curriculum reviews and Connexions data analysis.



### Strategic Plan - Career Related Learning 2023-24

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#### Intent:

In the knowledge that the best way to improve the life chances of our students' future destinations, we will provide a holistic approach to Career Related Learning that covers all areas of school life. To measure our success, the Career Leader Milestones will be used to monitor impact, alongside full evaluation of our CIEAG provision using the National Quality in Careers Standard, as a long-term strategy.

#### Brief overview for SHS staff:

| Term           | Staff / ELT Development Focus   | Career Leader Milestone   |
|----------------|---|---|
| Autumn 2023-24 | <p>Staff CPD will provide training for the use of Unifrog, Gatsby Benchmarks and Compass+:</p> <ul style="list-style-type: none"> <li>• SWO has completed Compass+ CPD (Writtle Oct 23)</li> <li>• Online Staff Training for Unifrog delivered.</li> <li>• Extra staff support provided by LFA where needed.</li> <li>• ‘Careers Colleagues’ are identified.</li> <li>• First meeting to share curriculum ideas is held.</li> </ul> | <p>All staff have developed their ability to access and deliver the Unifrog resources following specific online training. Unifrog student engagement will also be reviewed by Christmas.</p> <p>Internal CPD/Support has been provided by the Careers Leader if needed. Form tutors have been followed up through further learning walks. Every department has identified a ‘Careers Colleague’, who will meet to share ideas. This is positively impacting on progress and outcomes – as evidenced by the engagement statistics.</p> |
| Spring 2023-24 | <p>Greater Essex Hub Effectiveness:</p> <ul style="list-style-type: none"> <li>• Compass Review completed with Laura Bramley.</li> <li>• First meeting with new Enterprise Coordinator.</li> <li>• Review of Southend Connexions completed.</li> </ul>  | <p>LFA / SWO will understand the current missing link between Unifrog Stats feeding into our Compass+ Reviews.</p> <p>Evidenced by improved opportunities and Gatsby Scores for 5 &amp; 7 - Encounter employers and employees &amp; experience encounters with FE and HE.</p>   |
| Summer 2023-24 | <p>Communication for all stakeholders will be clear and effective:</p> <ul style="list-style-type: none"> <li>• CEIAG Section of website updated and improved.</li> <li>• Careers Padlet will be updated and shared with relevant staff regularly.</li> </ul>   | <p>The website will be evaluated in comparison to the ‘good’ example provided by Southend Hub.</p> <p>The Careers Padlet will have been shared with staff and explained in relation to Gatsby expectations linking to curriculum provision.</p>   |



**Long-Term Strategic Planning (2024-25):**

| <b>Term</b>       | <b>School Development Focus</b>   | <b>Career Leader Milestone</b>   |
|-------------------|---|--|
| Autumn<br>2024-25 | Personal Leadership: <ul style="list-style-type: none"><li>• Vision and strategy – will be shared / evaluated with the link Governor - following a full cycle of implementation.</li><li>• The Quality in Careers Standard will begin as a benchmarking tool to evaluate the career related provision at SHS.</li></ul> | The first full cycle of the new career-related learning programme will be reviewed. This will evidence positive impact on standards, progress, and outcomes – in relation to our school priorities for inclusivity, developing ambitious curriculums and to maximise students' opportunities to access positive future destinations. |
| Spring<br>2024-25 | Personal Development Curriculum: <ul style="list-style-type: none"><li>• The SHS Pledge will be shared and implemented.</li><li>• The student entitlement will be a lived experience.</li></ul>   |  |
| Summer<br>2024-25 | Personal Development Curriculum: <ul style="list-style-type: none"><li>• The SHS Pledge and student entitlement will be monitored reviewed and evaluated.</li></ul>   |  |