Kettlethorpe High School Careers Action Plan 2023-2024

Benchmark 1	Reasoning
A stable careers programme (incorporating leadership and management, quality assurance, training and the planned programme of careers employability and enterprise education.)	Develop a robust and stable careers programme.

Target	Action	Responsibility & Timescale	Success Criteria
Improve how resources are allocated, for example, to enable more pupils to access individual careers guidance or to visit a university, as part of the school's wider strategy to raise aspiration and develop cultural capital.	Establish appropriate resources which inform pupils about opportunities provided by universities, how universities can be financed through student loans etc, and career opportunities provided by university courses.	JSH GLI Autumn 2023	Update university guidance on the school website Improved links with regional universities University visits or/and student visits to school.
At a leadership level implement information-sharing agreements and protocols with key post-16 providers, for tracking student progression up to the age of 19 (link to GB3).	Establish data sources for post-18 pupils through the three main college leadership teams.	Autumn 2023 GLI	Obtained relevant data for post 18 Kettlethorpe pupils. Data to be used inform career plan and strategy.
Continue to develop approaches to evaluating the impact and outcomes of the careers programme, to inform annual review and planning by governors, SLT and the core team. Review CPD for the core careers team. Free, online, CPD modules for careers leaders, senior leaders and governors are available through CEC.	Establish frequent meetings with the governing body and report back to the governing body on an annual basis. Governors to receive CPD for careers. Implement staff CDP.	All year GLI	Link governor has good knowledge of the school's careers programme embedded across the school, including PSHE and work experience. Governor(s) have received relevant careers training. Staff received three career inputs from GLI thru the academic year 2023-2024.
Improve evidence of evaluations from all stakeholders, including parents. This should include the pupil's voice.	Collect stakeholder feedback. This should include evidence of the	Autumn JSh	Procedures are in place to collect stakeholder feedback and measure the distance travelled by

	distance travelled with pupils. Prospects to share pupil feedback. Collect employer feedback.		pupils after activities have taken place.

Benchmark 2	Reasoning
Learning from career and labour market information (incorporating provision of information)	Develop an understanding of local labour market information.

Target	Action	Responsibility & Timescale	Success Criteria
Improve ways of presenting and communicating to stakeholders the Labour Market Information (LMI)	Establish LMI on the school website and improve LMI in the career's office/library. Identify new and emerging industries in the local area. Link to identified employers.	Autumn 2023 GLI JSh	Stakeholders can readily access LMI through the school website and other media. Identify new and emerging markets.
Include CLMI more prominently in the option choice process. Specifically, parents would benefit from having an overview of learning pathways posts 14,16 and 18, understanding the relevance of CLMI to career plans, and how to access and use key resources.	Improved choices process. Early intervention and information provided to pupils. 1-1 conversations to eliminate poor misinformed choices.	Autumn 2023 GLI	Modified choices process implemented which starts earlier in the academic year. More direction is offered to parents and carers.
Make the website as user-friendly as possible. For example, highlight the careers programme outline (currently within the strategy document) and promote it to key stakeholder groups; signpost relevant and up-to-date resources, for example LMI, and provide some general guidance for users about the resources that are included, and how to use them.	Research other school websites with a focus on LMI. Improve the school website with more references made to specific stakeholders. Any resources should include descriptions on how to use them	GLI EMO Autumn 2023	Improved careers website.

Benchmark 3	Reasoning
Addressing the needs of each pupil/pupil (incorporating inclusivity and engagement of parents/carers)	All pupils are to be systematically tracked. Tracking is used to identify the needs of pupils. Feedback is collected and used to inform future planning.

Target	Action	Responsibility & Timescale	Success Criteria
To fully meet the criteria for this benchmark, develop a system for tracking pupil progression beyond the first year. To start, get pupil consent for tracking and try to secure agreements with local colleges to share information for longer.	GLI to make contact with three main colleges. Implement a process for pupil tracking. Investigate using digital agreements.	GLI Autumn 2023	Established tracking pupils beyond the first year of leaving school.
Engage parents more directly in the careers programme, for example by providing an annual overview of the careers programme for each year group, signposting key resources and giving tips for how they can support their child at each stage.	Redesign careers website. This will include differentiation for year groups and stakeholder groups.	GLI EMO Autumn 2023	Improved resources available for parents with clear signposting. Resources relevant to **each year group** in school.
Plan how to replace provision currently run by Aspire Igen, for the small number of students who need extended work experience and transition support.	Investigate alternative provision to deploy work based learning skills to a small cohort of pupils.	GLI JSH 2024-2025	Alternative work based skills course available to pupils for 24-25.

Benchmark 4	Reasoning
Linking curriculum learning to careers	Develop a rich career and enterprise environment across the school curriculum.

Target	Action	Responsibility & Timescale	Success Criteria

Benchmark 5	Reasoning
Encounters with employers and employees (incorporating work with external agencies)	Ensure all pupils have at least one meaningful encounter with an employer.

Target	Action	Responsibility & Timescale	Success Criteria
Routinely build in brief preparation and reflection activities so that pupils gain maximum benefit from key encounters.	Develop a debrief/reflection questionnaire for use with pupils which is appropriately designed to allow the feedback to improve future engagements.	JSH NAB EMO? Autumn 2023	Clear routines are in place for collecting pupil experiences and reflections which feedback into the school's career plan and strategy.
Continually raise awareness of employability skills: what they are, why they are important and how pupils are developing these through their experiences and learning.	Review the PSHE program with respect to employability skills. How do pupils identify and develop these through the program?	JSH GLI EBO 2023-2024	Improved PSHE program which is explicit with respect to employability skills.

Benchmark 6	Reasoning
Experiences of workplaces	Pupils recognise the importance of work experience and understand the learning from these experiences. Collect pupil feedback and use feedback to inform future planning.

Target	Action	Responsibility & Timescale	Success Criteria

Benchmark 7	Reasoning
Encounters with further and higher education	Pupils are appropriately prepared for post-16 education. They are informed and prepared for encounters with learning providers.

Target	Action	Responsibility & Timescale	Success Criteria
Consider providing a whole-year group visit to a university as part of the school's broader raising aspiration strategy.	Research opportunities for regional universities. Create a plan for delivery which will allow pupils to access a university.	Autumn 2023 JSH NAB	Improved engagement with post-18 education providers. At least one opportunity for pupils to visit a university.
Ensure that Year 10 pupils are well-prepared for college visits and presentations, for example by the career adviser providing input about how to use encounters for decision-making.	Plan college encounters and embed them into the PHSE plan. Pupils to engage in an activity which allows them to improve their decision-making when considering post-16 opportunities.	Spring 2024 JSH NAB EBO	Pupils are prepared for encounters with post-16 providers. Pupils have the decision-making capacity to enable them to make appropriate well informed choices.

Benchmark 8	Reasoning
Personal guidance	Pupils receive guidance and support throughout their school career which is personalised and targeted at every opportunity.

Target	Action	Responsibility & Timescale	Success Criteria
To fully meet this benchmark, it is recommended that the school increases the total number of days allocated for the careers adviser so that more pupils can benefit from personal guidance.	Increase contact hours with the Shaw group.	GLI September 2023	Increased days with Shaw Group.
The school reviews with the Shaw Group how the time available from the careers adviser can be used most effectively. Ideas discussed include giving more time for each interaction, to enable a fuller exploration of pupils' plans and longer-term aspirations, and for the careers adviser to develop more personalised action plans.	Plan the use of time allocated for personalised career guidance.	Shaw Group JSh September 2023	Detailed plan in place for the implementation of days and hours provided by the Shaw Group.
The detailed monitoring of pupils' career experiences and	Use monitoring of pupils to create generic groups of	JSH NAB Autumn 2023	Groups of pupils identified with similar interest/backgrounds/aspirations.

progress could be used to identify those with similar needs and aspirations who may benefit from initial small group guidance with the adviser, for example academically able pupils with similar areas of interest. Best practice is for this approach to be used with pairs or very small groups, to facilitate discussion and individual action planning, and with the potential for individual follow-up as needed.	pupils of similar interest/backgrounds. Target groups created with a maximum size of six.		

Key	
■	The main objective not achieved – review objectives
■	Main objectives partially achieved
■	Main objectives achieved