



School Careers Development Plan Sept 2022 – Sept 2025

Our Values	Our Vision	Our Purpose
<p>Respect, each other, and the world around you. Reflect, the good, the bad, the brilliant. Believe, in yourself, each other and dream big.</p>	<p>Our vision is to provide an outstanding, epic educational framework that is based in nurture, sets high aspirations, and develops social mobility.</p>	<p>At The Stable school we are proud to be independent and led by a strong moral compass. Innovation, nurture, and integrity are the drivers for positive outcomes for all our children. We aim for all our pupils to leave our school with the skills, knowledge, and attitudes to contribute positively to their communities and to lead happy and fulfilled lives</p>
<p>Three year aims: 2022-2025</p> <ol style="list-style-type: none"> 1. Support the professional development of the careers leader. 2. To plan, implement and review the careers programme. 3. Establish a sustainable model of work placement and employer encounters for Yr. 7 – Yr. 11 4. Embed careers in all curriculum areas in creative and innovative ways. 		

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Leadership and Management	Lead	Melissa Douglas	Link Governor		C/Centre Code	
Priority P Identified in SEF Key Priorities – Short Term	Personal Development - the development of the careers education.				Target Group	KS3 & KS4
					Improvement Focus	Personal Development
Aims:	<ol style="list-style-type: none"> Continued professional development of the careers leader – Gatsby 1/ Gatsby 8. To plan, implement and review the careers programme – Gatsby 1. Establish a sustainable model of work placement and employer encounters for Yr. 7 – Yr. 11 – Gatsby 5/ Gatsby 6. Embed careers in all curriculum areas in creative and innovative ways – Gatsby 4. 					
Related Outcomes to the Aims: <i>(What success will look like for students/staff)</i>	<ol style="list-style-type: none"> The school to have a Level 6 qualified careers advisor as the Careers Leader. Careers programme to be successfully implemented with students, staff and parent/carers being able to identify their role in their career journey or empowered to support our young people. All students in Yr. 7 – Yr. 11 to have a greater understanding of employers and workplaces broadening their aspirations and choices for their career paths. Positive impact on student career-readiness – improved understanding of occupations, decision-making and preparedness for transitions are raised. 					

	RAG	Action	Resources			Progress Checks	Evaluating
No.	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
1		<u>Aim: Continued professional development of the careers leader.</u> 1.1 Melissa to complete the Level 6 Careers Guidance and Development Diploma, working through the required compulsory and optional units to meet the criteria to successfully complete the qualification.	1.1 - MD	1.1 £2350 plus VAT.	1.1 18 months Starting Nov 2022 – finishing by July 2024	1.1 Externally verified accredited course progress monitored throughout.	Evidence Qualification on completion of course.

		1.2. On completion of course Melissa to register with the Career Development Institute of Registered Professionals. Use of CDI logo, access to continuing CPD.	1.2 - MD	1.2 £160 to register.	1.2 Once course is completed (18 months approx.)		Impact Meets statutory requirement of offering all Yr. 11's a 1:1 session with a Level 6 qualified careers advisor. Higher numbers of students engaging in the 1:1 advisor session as will be delivered by MD, a known staff member so better meets their social & emotional wellbeing needs.
2		<u>Aim: To plan, implement and review the careers programme</u> 2.1 Implementation of tutor led career sessions. - Separate launch session tailored for KS3 staff and KS4 staff. Provide staff with guidance and support materials to deliver session based on new Careers Programme. - Evaluate the KS3 & KS4 careers programme. 2.2 Develop the career and post-16 information available to parents/carers. - Introducing a termly 'Futures' newsletter for parents/carers/students. - Putting together and sending home an overview guide to post-16 and transitions. - Developing the careers information on the school website.	2.1 - MD - KS3 tutors - KS4 tutors 2.2 - MD	2.1 - £250 per annual subscription to Career Pilot. 2.2 N/A	2.1 Initial session with tutors: Inset 31.10.22 - Monitored and evaluated 22 – 24. 2.2 - 1 st newsletter end of autumn term 22. Guide to post-16 distributed early autumn term. Website from summer 2023.	2.1 MD to attend weekly session autumn term 2 for support to tutors. - End of year evaluations for staff/pupils. 2.2 MD to share newsletter with SLT. MD to share Guide to Post-16 with SLT, gain feedback from parent/carers once in use. Review content yearly. MD to be supported on technical aspect of uploading to new school website.	Evidence Written careers programme shared with staff. Evidence on Career Pilot profiles/ completion of Career Pilot tasks. Work produced from pupils, e.g. CV's. Evaluations forms completed. Impact Pupils in Yrs. 7-11 to have increased preparation for their post-16 pathways. Pupils to gain vital information to be able to make informed decisions. Higher success rate of Yr. 11's transitioning successfully to a post-16 setting.

3		<p><u>Aim: Establish a sustainable model of work placement and employer encounters for Yr. 7 – Yr. 11</u></p> <p>3.1 Launch of a sustainable model of work placements.</p> <ul style="list-style-type: none"> - Hold parent/carer talk early spring term setting out intentions and timeline for Yr. 10 work placements. - Hold student tutor talks early spring term setting out plan for Yr. 10 work placements. - Support students to search and secure placements in weekly career tutor slots, placements to be adapted as required to meet needs of the individuals. - Ensure paperwork completed and support students with meet & greets as required. - Assist tutors to support students to complete work placement diaries and evaluations after the placements. <p>3.2 Workplace and/or employer visits to school within AIM vocational courses.</p> <ul style="list-style-type: none"> - AIM staff to identify and arrange a minimum of one employer/ workplace visit or visitor. - Evaluate impact of encounter. 	<p>3.1 MD and Yr. 10 tutors.</p> <p>3.2 AIM staff MD</p>	<p>3.1 N/A</p> <p>3.2 May need support of additional staff member for visit.</p>	<p>3.1 Parent/carer talk early spring term – first being Jan 2023. Student talk – as above.</p> <p>Searching for placements – spring term.</p> <p>Diaries and evaluations end of summer term.</p> <p>3.2 Once each academic year – starting 22-23.</p>	<p>3.1 MD to monitor weekly students’ progress of securing a placement along with feedback from tutors. To offer individual student drop-ins as needed weekly.</p> <p>MD to give tutors fortnightly update on their student’s progress with placements.</p> <p>3.2 Gain updates on planned visits at regular AIM staff meetings.</p>	<p>Evidence</p> <p>All Yr. 10 students to complete a work placement suitable for their needs.</p> <p>Work diaries and evaluations completed for work placements.</p> <p>Student evaluations completed after AIM and tutor encounters with employers/workplaces.</p> <p>Staff planning shows workplace visits or visitors to school.</p>
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		<p>3.3 Workplace or employer visits to school organised within career tutor sessions.</p> <ul style="list-style-type: none"> - AIM staff to identify and arrange a minimum of one employer/ workplace visit or visitor. - Evaluate impact of encounter. 	<p>3.3 KS3 tutors KS4 tutors MD</p>	<p>3.3 As above.</p>	<p>3.3 x1 per term starting from spring 23.</p>	<p>3.3 Gain updates from staff during weekly tutor drop-in sessions at GH and regular visits to Barn to see KS3 tutors.</p>	<p>Impact</p> <p>Students have an increased knowledge of a wider range of industries and job profiles.</p> <p>Students gain valuable first-hand experience in a job – increase to self-esteem, confidence and motivation at school.</p> <p>Students are able to use the work experience to add to their CV and use within future college/employment interviews.</p> <p>Students are able to make more informed decisions for post-16.</p>
4		<p><u>Aim: Embed careers in all curriculum areas in creative and innovative ways</u></p> <p>4.1 Development of skills within the school curriculum.</p> <ul style="list-style-type: none"> - Meet with the Skills & Equality Lead for updates on their exploration of how to introduce a skills focus to the new curriculum. - Explore use of the CDI Career Development Framework and the 6 areas of learning. 	<p>4.1 MD HD BW</p>	<p>4.1 TBC</p>	<p>4.1 From Summer 2023.</p> <p>Explore CDI framework autumn 2023.</p>	<p>4.1 MD to meet with HD summer term 2023 once she has started her role as Skills Leader and had time to explore options. Feedback to BW on findings.</p>	<p>Evidence</p> <p>Skills explicit within the curriculum and subject planning.</p> <p>Assessment evidence of the development of skills once introduced.</p> <p>Impact</p>

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	<p>4.2 Development of subject specific career content.</p> <ul style="list-style-type: none"> - Support teachers to find opportunities for subject specific career content within their curriculum/syllabus for KS3 and KS4 including core and optional GCSE subjects and AIM vocational courses. - Explore ways to record these opportunities within their planning. - Highlight subject careers information in display boards around the school. - Address any CPD needs as they arise. 	<p>4.2 MD Subject teachers.</p>	<p>4.2 TBC.</p>	<p>4.2 Spring 2024</p>	<p>4.2 Inset day sessions for subject teachers to be introduced to subject specific career content. Evaluate current provision – teachers complete survey.</p> <p>Monitoring of agreed system to record career content within subject planning.</p>	<p>Students have an increased understanding of job roles and the related skills and knowledge to specific subjects they are studying.</p> <p>Greater engagement with learning as they understand how it relates to jobs and industries.</p>
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