



# Strategic Careers Plan

# Vision

<p><b><u>SLT Comments:</u></b>  <i>Our school is committed to providing students with a comprehensive career's education. We aim not only to provide students with the key information they need to make informed choices about their futures, but also equip them with the key skills needed to make them employable in a dynamic labour market.</i></p>	<p><b><u>Link Governor Comments:</u></b>  <i>Governors endorse the careers vision statement of the school because it is comprehensive and far reaching. Governors regularly receive information to determine how well the policy is implemented to ensure that all students receive high quality, broad careers information, advice and guidance to support them as they progress beyond Teesdale.</i></p>	<p><b><u>Enterprise Adviser Comments</u></b>  <i>As an Enterprise Advisor I work with Teesdale School to effectively engage with students, give inspirational guidance to allow the future generation to make informed decisions on the career paths they may choose.</i></p>
<p><b><u>Parent Voice Comments:</u></b>  <i>The careers programme at Teesdale is comprehensive. We have valued the clear pathway of guidance and support that builds over the time spent at Teesdale from advice in lessons, option selection in year 9 through to the UCAS process in year 12. Information on work placements and experiences led to an insightful week in a workplace helping to confirm our sons' aspirations. Being able to talk to specialists at careers and university fairs was also very useful for our son.</i></p>	<p><b><u>Student Voice Comments:</u></b>  <i>Careers at Teesdale gives us chances to talk to companies/places for education and figure out what we want to do. They make sure that we know we can talk to anyone about careers.</i></p>	<p><b><u>Staff Voice Comments:</u></b>  <i>Our school includes careers within our curriculum and wider school life to support students in raising aspiration, allowing them to consider their future and make informed choices surrounding this.</i></p>
<p><b>School Vision Statement/Values:</b></p> <ol style="list-style-type: none"> <li>1. Every child has the right to an excellent education.</li> <li>2. Every child experiences excellence every day.</li> <li>3. All young people, irrespective of ability or background, can and will be successful in our Trust.</li> <li>4. We are inclusive and tolerant, engendering respect for individuality and difference.</li> <li>5. Our approach to education is such that we support all young people in our care to overcome any barriers to learning.</li> </ol>		

6. We encourage all our young people to aim high and make the most of their talents.
7. We are dedicated to nurturing a sense of social responsibility and spiritual and personal development.
8. We provide a safe environment where young people are cared for.
9. Our schools are committed to creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning.
10. We foster integrity, resilience, creativity, good manners and sensitivity to the needs of others.

#### Vision for Careers Provision **Ideas:**

We aim to:

- Provide high quality and impartial careers advice to all students which will help them make the right career choices for them. By the time they leave us, all students will have received at least one guidance appointment with an independent adviser.
- Support all students at key transitional points.
- Ensure that all students have access to current labour market information and advice.
- Equip all students with the necessary skills that will allow them to plan and manage their futures.
- Tailor our CEIAG provision to suit the needs of everyone, supporting inclusion and equal opportunities for all in our care, ensuring that all students acquire the necessary skills and attributes for future employment.
- Provide meaningful encounters with employers, raising aspirations via interactions with the world of work.
- Provide meaningful encounters with a range of post-16 education and training providers, to ensure students are aware of all possible routes, including technical education qualifications and apprenticeships.

#### Vision for Careers Provision **Statement:**

Our young people are at the centre of everything that we do, and Careers, education, information, advice and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice, and it should prepare young people to be able to make informed choices about their future career pathways. The decisions that we make are entirely focused on the young people in our care and on ensuring that we enhance their chances of success when they leave us. In order to achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all our students. Our CEIAG programme encourages all our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education and training.

## Roles and responsibilities

### The governing body is responsible for:

- Ensuring that the Careers Lead provides all registered learners with independent, impartial careers advice and guidance from Year 7 to Year 11. Unifrog tracking, compass reports and careers advisor as evidence.
- Ensuring that the Careers Lead has arrangements in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements and is available on the careers section of the school website. Unifrog tracking, compass reports and careers advisor as evidence.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option. Unifrog tracking, compass reports and careers advisor as evidence.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes. Unifrog tracking, compass reports and careers advisor as evidence.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation. Unifrog tracking, compass reports and careers advisor as evidence.
- Have an oversight of complaints in an annual careers report.

- Provide support and challenge to the careers lead and senior team to ensure that the careers policy achieves all the above.

### The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Year, mentors, the pastoral team, and the SENCO to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.

- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Shape Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

## The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils.

## Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.

- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

## Reviewing Current Provision

Compass - Current Compass Score:	<ol style="list-style-type: none"> <li>1. A stable careers programme = 100%</li> <li>2. Learning from career and labour market information = 100%</li> <li>3. Addressing the needs of each student = 100%</li> <li>4. Linking curriculum learning to careers = 100%</li> <li>5. Encounters with employers and employees = 100%</li> <li>6. Experiences of workplaces = 100%</li> <li>7. Encounters with further and higher education = 100%</li> <li>8. Personal guidance = 100%</li> </ol>
Compass - Priority Benchmarks:	3, 4, 7 & 8
LMI - Local and Regional Context:	<p><a href="https://www.adzuna.co.uk/jobs/salaries/barnard-castle">https://www.adzuna.co.uk/jobs/salaries/barnard-castle</a></p> <ul style="list-style-type: none"> <li>o The average Barnard Castle salary is £30,996.</li> <li>o The top companies hiring in Barnard Castle are GlaxoSmithKline, Wood and HC One.</li> <li>o Most live job ads in Barnard Castle are for Engineering Jobs and Teaching Jobs.</li> <li>o Currently there are 156 live job ads in Barnard Castle, out of 565,580 jobs nationally.</li> <li>o Salaries in Barnard Castle have gone up 19.4% year-on-year while the national annual change is 19.7%</li> <li>o The top three industries which have the highest employment in the Teesdale area include: Wholesale and retail trade; repair of motor vehicles and motorcycles/Human health and social work activities/Manufacturing</li> </ul>

# Strength of Careers Provision SOAR

## Strengths

- 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 published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme is regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
- By the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents are encouraged to access and use information about labour markets and future study options to inform their support to their young people.
- Careers programme seeks to challenge stereotypical thinking and raise aspirations.
- Collect and maintain accurate data for each pupil on their education, training or employment destinations.
- By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers
- Every year, from the age of 11, pupils participate in at least one meaningful encounter with an employer
- By the age of 16, every pupil has at least one experience of a workplace, additional to any part-time jobs they may have
- By the age of 18, every pupil has one further such experience, additional to any part-time jobs they may have.
- Every pupil has at least one guidance interview by the age of 16
- By the age of 16, every pupil has had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This includes the opportunity to meet staff

## Opportunities

- CPD
- Unifrog
- Progress careers – Careers Advisor
- HOD meetings
- Staff meetings
- Careers fair
- Careers Trips
- Feedback from parents, teachers, students and providers
- Enterprise Advisor
- NELT Careers Group/Meetings

<u>Aspirations</u>	<u>Results</u>
<ul style="list-style-type: none"> <li>• Systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Every pupil has the opportunity for a further guidance interview by the age of 18.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• By the age of 16, every pupil has had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. Need to include training providers.</li> <li>• Opportunities for advice and support need to be tailored to the needs of each student – SEND guidance to access all activities and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in benchmarks 3, 4, 7 and 8</li> <li>• Whole school approach to careers</li> <li>• Raising aspirations</li> <li>• Careers visible within curriculum</li> <li>• Student tracking of their careers education journey</li> </ul>
<p><b>Key priority/action areas from SOAR:</b></p> <ul style="list-style-type: none"> <li>• Benchmark 3</li> <li>• Benchmark 4</li> <li>• Benchmark 7</li> <li>• Benchmark 8</li> </ul>	

## Key strategic objectives

### Development of Careers Provision Objectives: Key Prompts

Key Strategic Objectives	
1	Careers in the curriculum (BM4)
2	SEND guidance (BM3)
3	Unifrog – careers education record (BM3)
4	Encounters with training providers, colleges, apprenticeships and university (BM7)
5	Careers interviews – Sixth form (BM8)



# Teesdale School Strategic Careers Plan

## **Vision Statement:**

Our young people are at the centre of everything that we do, and Careers, education, information, advice and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice, and it should prepare young people to be able to make informed choices about their future career pathways. The decisions that we make are entirely focused on the young people in our care and on ensuring that we enhance their chances of success when they leave us. In order to achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all our students. Our CEIAG programme encourages all our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education and training.

**Date of last review:** July 2025

**Date of next review:** July 2026

<b>Teesdale School: Key Strategic Objectives</b>	
1	Careers in the curriculum (BM4)
2	SEND guidance (BM3)
3	Unifrog – careers record (BM3)
4	Encounters with training providers, colleges, apprenticeships and university (BM7)
5	Careers interviews – Sixth form (BM8)

<b>Objectives</b>	<b>Actions, including CPD</b>	<b>Responsible</b>	<b>Outcomes</b>	<b>Progress</b>
Careers in the curriculum (BM4)	CPD, CIC NELT document, planned in activities within school to promotes careers in the curriculum. Careers in form SOW and pastoral plan developed. CIC poster for students. Job of the week.	All Teaching Staff Careers Lead	Careers linked by all subject teachers. STEM subject teachers link to future careers paths.	100%

SEND guidance (BM3)	Work with SENCO to make sure careers education is accessible to all. Use external providers who specialise in SEND career guidance.	SENCO Careers Lead	Opportunities for careers advice and guidance need to be tailored to the needs of each student.	100%
Unifrog – careers record (BM3)	Promote consistent use of unifrog across all years.  Promote Unifrog with teachers further	Careers Lead	All pupils have access to records of their individual advice given to support their career development.	100%
Encounters with training providers, colleges, apprenticeships and university (BM7)	Work with more independent training providers. Invite to assemblies/events.	Careers Lead	Students have meaningful encounters with independent training providers	100%
Careers interviews – Sixth form (BM8)	Use progress careers – careers advisor to have interviews with year 12 after completing year 11 interviews. Promote year 13 interviews – get uptake from most students.	Careers Advisor Careers Lead	Have had at least 2 interviews with a professional careers adviser by the end of year 13	100%