

# Kent Annual Careers Plan



**“ASPIRATION – ATTITUDE – ACHIEVEMENT”**

## Annual Careers Plan

In September 2012 the responsibility to secure Independent Impartial Guidance was transferred from Local Authorities to Schools, the responsibility related to Years 9, 10 and 11. Subsequently this new duty was extended to students in Years 8, 12 and 13, commencing in September 2013.

The House of Commons Select Committee in the autumn of 2012 heard evidence on the progress so far of the new responsibility in schools. The Select Committee made a number of recommendations, in particular it stated:

### *School careers plan*

**13.** *We recommend that the Department for Education introduces into the statutory guidance a requirement for schools to publish an annual careers plan, to include information on the support and resources available to its pupils in planning their career development. Schools should be required to review the plan systematically on an annual basis, taking into account the views of students, parents, employers and other learning providers. (Paragraph 63)*

In response to the recommendation, the Kent CEIAG Steering Group is proposing to establish in the local authority an approach to promote the delivery of high quality Careers Education and Information, Advice and Guidance. This is in the form of an Annual Careers Plan to establish a Kent, Quality criteria. The criteria will be developed by the CEIAG Network, with support for staff to produce and implement their annual careers plan.

The Annual Careers Plan for Kent will support the Kent 14-24 Learning, Employment and Skills Strategy;

### **Our Aims:**

*We aim to achieve lower youth unemployment, put in place better systems for local employers and learning providers to work in partnership so that we secure the higher levels of skilled young people we need in the key growth sectors relevant to the Kent economy, and have every young person participating in high quality learning or training that is relevant to their needs, until the age of 18, with a good outcome.*

### ***About the Strategy:***

*This strategy is designed to link the world of learning to the world of work more successfully, and to bring about more rapid transformation in young people's skills, qualifications and employability. The strategy aims to set out the overarching ambitions and outcomes that we and our partners intend to achieve.*

*We have four key areas of focus for our strategy. These are:*

- To raise attainment and skill levels*
- To extend and improve vocational education, training and apprenticeships*
- To increase participation and employment*
- To target support to vulnerable young people*

The Annual Careers Plan will support in particular the Key Performance Indicators;

KPI 2: There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels.

KPI 12: There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.

To achieve these we need to work towards ensuring all our students achieve a Triple A Rating;

Aspiration: Students have a careers education experience that provides opportunities to inspire them about future career / life opportunities

Attitude: Students should have access to work related / enterprise experiences that develop appropriate employability skills

Achievement: Students have access to appropriate curriculum pathways to maximise educational achievement to enhance career opportunities

## **How to Use the Document:**

### **The Careers Annual Plan should:**

- raises expectations by setting the standards of performance and effectiveness expected of schools
- provide a sharp challenge and the impetus to act where improvement is needed
- clearly identifies strengths and weaknesses
- recommends specific priorities for improvement for the school and, when appropriate, checks on and promotes subsequent progress
- promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve
- monitors the progress and performance of schools that are not yet 'good', and challenges and supports senior leaders, staff and those responsible for governance.

The judgement to be made about the Annual Careers Plan is;

- pupils are prepared for the next stage of their education, training and / or employment

Complete each section as part of your planning process. The Plan should be like an E-Portfolio in which you record the activities to evidence completion of planned activities.

**June / July:** The document should be completed as a planning exercise to identify the use of resources in the next academic year. The aim of the planning process is to promote the raising of the standards of quality.

**September:** Use the document as a monitoring tool of its implementation. Record evidence of the implementation in the Plan, with documents, video, photographs etc.

**April:** Review of process – identify areas for improvement / consolidation for the next academic year

**The document should be owned by the school / college. The review process could include an external review. Schools could review one another as part of collaboration. Schools could pay for an external consultant to review the plan.**

**The review should inform the subsequent year's Annual Careers Plan.**

## Annual Careers Plan

<b>Review of Careers Education and IAG Provision</b>			
<b>Internal Support</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
<ul style="list-style-type: none"> <li>• Role of the Governing Body</li> </ul>		<ul style="list-style-type: none"> <li>• A named member of the leadership team has overall responsibility.</li> <li>• All staff are aware of the importance of developing young people’s employability and their role in the programme.</li> <li>• In establishing outcomes, the school/college has considered:                             <ul style="list-style-type: none"> <li>• learner outcomes and benefits</li> <li>• employer outcomes and benefits</li> <li>• staff outcomes</li> <li>• regional and national economic outcomes</li> </ul> </li> <li>• how development of students’ employability influences curriculum planning.</li> <li>• National guidance on employability has been considered, including careers education and guidance, work-related learning, employer engagement and enterprise.</li> </ul>	
<ul style="list-style-type: none"> <li>• Role of the Senior Management Team</li> </ul>			
<ul style="list-style-type: none"> <li>• Role of the teaching staff</li> </ul>			
<ul style="list-style-type: none"> <li>• Role of non-teaching staff</li> </ul>			

<ul style="list-style-type: none"> <li>• Role of SEN staff</li> </ul>			
<b>External Support</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
<ul style="list-style-type: none"> <li>• Providers of Independent Impartial Guidance</li> </ul>		<ul style="list-style-type: none"> <li>• The school/college has strong links with external partners, such as Education Business Partnership organisations, LA, careers guidance provider, employers, FE, HE and primary and secondary schools, training providers</li> <li>• There are records of past and present links with partners.</li> <li>• Written partnership agreements set out what the school/college and relevant partners plan to deliver.</li> <li>• There are records of partners' involvement.</li> <li>• There is a clear focus on the important role of partners in collaborating with the school to raise young people's aspirations and to understand and develop employability.</li> <li>• Involvement takes account of local, national and global priorities of employers and other partners.</li> <li>• There are single points of contact in the school/college for individuals and external</li> </ul>	
<ul style="list-style-type: none"> <li>• Name of the providers</li> </ul>			
<ul style="list-style-type: none"> <li>• Nature of support</li> </ul>			
<ul style="list-style-type: none"> <li>• Employer Participation</li> </ul>			
<ul style="list-style-type: none"> <li>• Nature of support</li> </ul>			
<ul style="list-style-type: none"> <li>▪ FE / HEI Support</li> </ul>			

<ul style="list-style-type: none"> <li>▪ Role of providers of impartial guidance</li> </ul>		<p>organisations.</p> <ul style="list-style-type: none"> <li>• There are clear procedures in place for the commissioning and recruitment of partners.</li> <li>• Protocols are in place to ensure that all partners have a good understanding of the aims and extent of the CEIAG programme and of their role within it.</li> <li>• Briefing for partners includes information on planned learning outcomes for activities.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Role of vulnerable learner service</li> </ul>			
<b>Kent Curriculum Framework</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
<ul style="list-style-type: none"> <li>• Careers Education</li> </ul>		<ul style="list-style-type: none"> <li>• The CEIAG programme shows the development within the curriculum of aspiration, attitude and achievement between key stages and takes account of young people’s prior experiences.</li> <li>• Students at all key stages have a range of learning experiences that develop their employability</li> <li>• Elements of the programme exist for all students in each key stage.</li> <li>• Learning experiences are appropriate to the needs of individuals.</li> <li>• Students have exposure to a range of different occupational</li> </ul>	
<ul style="list-style-type: none"> <li>• Work Related Learning / Employability Skills</li> </ul>			
<ul style="list-style-type: none"> <li>• Post 16 Study Programme</li> </ul>			
<ul style="list-style-type: none"> <li>▪ HE Choices in place</li> </ul>			
<ul style="list-style-type: none"> <li>• Vulnerable Learners</li> </ul>			
<ul style="list-style-type: none"> <li>• E-Portfolio for students</li> </ul>			
<ul style="list-style-type: none"> <li>• Career Plan for each student</li> </ul>			

<ul style="list-style-type: none"> <li>Usage of kentchoices4U</li> </ul>		sectors. <ul style="list-style-type: none"> <li>Students take part in activities in settings outside the school/college</li> </ul>	
<b>Resources</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
Labour Market Information		<ul style="list-style-type: none"> <li>There is adequate allocation of time, funding, staff, space, expertise, training and other resources</li> </ul>	
Destination Data Information			
Budget			
My Kent Choices: E-Portfolio			
Software Programmes			
<b>Quality</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	
School Development Plan		<ul style="list-style-type: none"> <li>Students at all key stages have a range of learning experiences that develop their employability</li> <li>Elements of the programme exist for all students in each key stage.</li> <li>Learning experiences are appropriate to the needs of individuals.</li> <li>Students have exposure to a range of different occupational sectors.</li> <li>Students take part in activities in settings outside the school/college</li> </ul>	
Careers Policy			
CEIAG Curriculum			
CEIAG Training plan for staff			
Procedure for Commissioning Independent Careers Guidance			
Quality in Careers Standard			
Independent Provider has Matrix Standard			



All advisers are Level 6 qualified careers advisers		<ul style="list-style-type: none"> <li>• A variety of assessment methods is used, for example, student reflection, peer, teacher and external.</li> <li>• Employers are involved in the assessment of student learning.</li> <li>• The employability programme shows the development within <b>the curriculum of aspiration, attitude and achievement</b> between key stages and takes account of young people's prior experiences</li> </ul>	
<b>Learner Outputs</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
Complete an on line application		<ul style="list-style-type: none"> <li>• The employability programme and policy highlight priorities for employability and the associated learning outcomes for students.</li> <li>• Learning outcomes are differentiated according to the needs of individual students.</li> <li>• Planned outcomes reflect local, national and global priorities for employability.</li> </ul>	
Produce a CV			
Employability Skills demonstrated			
E-Portfolio produced			
<b>Annual Review:</b>	<b>PLANNED</b>	<b>EVIDENCE INDICATORS</b>	<b>ACTIONS FOR NEXT YEAR</b>
Students		<ul style="list-style-type: none"> <li>• Evaluation is built into the delivery of each activity and element of the programme.</li> </ul>	

		<ul style="list-style-type: none"> <li>• All partners contribute to the evaluation.</li> <li>• Outcomes of the evaluation are used to feed into the action plan for improvement of the whole employability programme</li> </ul>	
Parents			
Employers			
Other Learning providers			

**Annual Careers Plan Checklist**

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1	Independent Impartial Careers guidance is secured for Yrs 8-13			
2	A Careers co-ordinator is in place in the school			
3	Commissioning agreement with external provider of careers guidance is in place			
4	Annual Careers Plan agreed by Governing Body			
5	Careers education policy implemented and reviewed annually			
6	CEIAG programme in school from year 7-11. CEIAG provision for pre 16 in colleges			
7	CEIAG programme in school/college for post 16			
8	The school/college invite employers into the institution as part of the CEG programme			
9	Attendance at the local CEIAG Network meetings			
10	Apprenticeships are included as an option in the CEIAG programme			
11	All Careers Guidance Advisers are Level 6 qualified			
12	Labour market information is available for use by learners			
13	CEIAG Coordinator / external provider contribute to parents evenings			
14	Annual CEIAG Budget agreed			
15	Teachers regularly attend INSET on CEIAG			
16	Investors in careers certificate stage 1			
17	investors in careers certificate stage 2			
18	Investors in careers certificate stage 3			
19	Work related activities and enterprise embedded across the curriculum			
20	Student feedback received on CEIAG			
	<b>0-10 = RED      11-15 AMBER      16-20 GREEN</b>			
			<b>TOTAL</b>	

