

## Stowmarket High Whole School Careers Development Plan

**Date: Academic Year 2024- 2025**

### Strategic Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work.

The intent of our Careers at Stowmarket High School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work.

We intend to raise their aspirations, improve social mobility, develop employability skills, and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

We now need to develop our strategic plan for Careers, we need to ensure careers education is embedded into high-quality teaching.

Stowmarket High School has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and it prides itself on achieving the eight Gatsby Benchmarks across its Careers offer.

It is our aim in 2024-25 to continue the process of working towards achieving the Quality in Careers Award.

Strategic Objectives 2024-25 (including Benchmarks)	Details/Justification of Need	Colleagues and Stakeholders involved	Resources needed
Improve student ownership of careers and skills development planning ( <b>Gatsby 1 and 3</b> )	Next steps to embed Unifrog into student's mindset outside Careers Taught Programme Utilising drop-down days to develop career plans adding achievements as interactions to create a CV. Assemblies to help this concept	HUT, MMY	Unifrog
To improve Careers in the Curriculum ( <b>Gatsby 4</b> )	Establish careers in the curriculum in drop-down days: Address themes such as gender inequality, LGBTQ+ careers, new jobs in an ever-changing world, Business and Enterprise, AI, Languages.  Phased embedding of Unifrog into the school careers programme and curriculum offer.  Posters in classrooms to spark recognition of careers in the curriculum  Padlet devised to launch starters and discussion points for staff.	CBR, MMY, HUT, CFE, RTW  HUT  MMY  HUT	
Develop more opportunities for widening participation ( <b>Gatsby 7</b> )	University Experiences	MMY, CBR, HUT	
Establish links with local employers ( <b>Gatsby 5</b> )	Re-connect with employers and alumni and develop encounters More advice and a slice opportunity – targeted at certain groups in school.  Mock interviews as an annual occurrence	MMY  MMY/HUT	

Strategic Objectives 2023-24 (including Benchmarks)	Details/Justification of Need	Colleagues and Stakeholders involved	Resources needed
Improve engagement with parents and stakeholders to evaluate and improve careers programme <b>(Gatsby 1)</b>	Parent forum focused on careers/employability skills/university aspiration to be held every year  Next Steps events for parents  Stakeholder questionnaires and focus groups.  MAP group and Mavericks group to continue and become established	HUT, MMY  MMY  HUT  MMY	
Careers Champions <b>(Gatsby 4 and 1)</b>	Each curriculum area will have an appointed Careers Champion who is responsible for disseminating careers information and embedding Gatsby 4 more effectively within their own subject area	CBR Champions (UPR)	
Improve 1:1 Guidance <b>(Gatsby 8)</b>	Bespoke personal guidance to meet needs of individuals and local labour market needs	MMY	
Develop work experience offer across year 10 <b>(Gatsby 6)</b>	Continue new face-to-face and virtual work experience for Year 10 using Unifrog  Improve opportunities for volunteer work  Continue to improve offer of work placements across year 10 and 11.	MMY  MMY  MMY	
Unifrog Development	Consistent use of Unifrog to plan, track, and record careers activity, including Work Ex and CV development	MMY, HUT	

## END FOCUS

Strategic Objectives 2023-24 (including Benchmarks)	Details/ justification of Need	Impact	Colleagues and Stakeholders involved	Resources needed
Careers Guidance: Careers guidance is prioritised and differentiated, if appropriate, and based on high aspirations and a personalised approach. <b>(Gatsby 8)</b>	SEND students receive careers guidance more often than other students as they face more challenges	Identification of appropriate pathways and bespoke support required to achieve effective transition to post 16	MMY	
Pathway guidance is targeted, timely and supported <b>(Gatsby 8)</b>	The careers lead and careers co-ordinator will work closely with the SENDCo and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience, and qualifications to succeed and fulfil their potential	Students will be better informed as to what is available to them post 16 and the routes they can research.	SENDCO, MMY, E4L teachers	
Improved communication with families <b>(Gatsby 1)</b>	Open lines of communication with families to ensure transparency of next steps and the support they are entitled to receive	Families will be better equipped to support the students and feel they have the knowledge required to help transition. No conflict in guidance. Bespoke open evening for parents	CBR, MMY	

<p>Develop links with wider partners specific to SEND workplaces <b>(Gatsby 5 &amp; 6)</b></p>	<p>The school will build partnerships with businesses and other employers, employment services, disability, and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.</p>	<p>Widening participation of SEND students to ensure they gain valuable experiences of the world of work.</p>	<p>MMY, E4L teachers</p>	
<p>Improve student voice <b>(Gatsby 1 &amp; 3)</b></p>	<p>Surveys will be conducted to find out individual learners' aspirations. A more bespoke offer of support.</p>	<p>The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.</p>	<p>MMY</p>	
<p>SEND in the wider workplace <b>(Gatsby 6)</b></p>	<p>Careers guidance will take account of the full range of relevant education, training, and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.</p>	<p>Supporting students to make aspirational decisions and enabling them to feel confident that they will be supported in their next steps</p>	<p>MMY</p>	
<p>Inform EHCP's <b>(Gatsby 3 &amp; 8)</b></p>	<p>Careers guidance will focus on a learners' careers aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learners' EHC plan will be informed by good careers guidance.</p>	<p>Continuity of support</p>	<p>MMY</p>	
<p>Improve opportunities for role models <b>(Gatsby 3 &amp; 5)</b></p>	<p>Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers</p>	<p>Develop high aspirations</p>	<p>MMY</p>	

Developing work experiences <b>(Gatsby 6)</b>	When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.	An improved relevant experience for the student in the world of work.	MMY	
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### Current Position

Compass - Current Compass Score:	100%
Compass - Priority Benchmarks:	Benchmark 4, 6,7
Destination Data:	As Below
LMI - Local and Regional Context:	Care, manufacturing, construction, hospitality, performing arts, travel, and tourism sectors Continued growth of engineering and energy sectors, science research and technology sectors Working from home, work/life balance
Vulnerable Cohorts/Gaps in outcomes	SEND focus SEMH support for Post 16 Transition in conjunction with Oasis Support for MAP and Mavericks Group Careers coordinator completes PAF forms from Year 9 – 11 and attend ECHP review meetings with SENCo

## Current Position Summary – Updated July 2024

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company’s COMPASS tool.

### Areas of Strength

The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company’s COMPASS tool.

Benchmark	% of the assessment areas in Benchmark achieved (March 2023)	% of the assessment areas in Benchmark achieved (July 2024)	% of schools nationally meeting this Benchmark
1: A stable careers programme	100%	100%	21%
2: Learning from career & labour market information	100%	100%	45%
3: Addressing the needs of each student	100%	100%	20%
4: Linking curriculum learning to careers	90%	95%	38%
5: Encounters with employers and employees	100%	100%	52%
6: Encounters of workplace	100%	100%	47%
7: Encounters with further & higher education	95%	85%	21%
8: Personal Guidance	100%	100%	57%

- Careers Leader has completed OCR Careers Lead Level 6 Diploma, including top up training
- Stowmarket High School is a School member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation
- In terms of staffing, the careers team consists of the Careers Lead who is also a member of the SLT, a careers coordinator, a careers curriculum lead and independent careers advisors.
- We are working with Unifrog to:
  - Incorporate Employability Skills across the Curriculum
  - Track students’ interactions and create a digital CV
  - Provide resources for lessons and the tutor programme
- Excellent encounters with employers through the advice and a slice programme
- Pockets of excellent practise in curriculum subjects – visiting career experts, transferable skills projects.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with most students moving on to Further Education

## Destination Data (2024 Data to be added in November)

Stowmarket High School - Destination Data - Year on Year Stats					
Cohort Size	2023 Leavers	2022 Leavers	2021 Leavers	2020 Leavers	2019 Leavers
	<b>147</b>	<b>130</b>	<b>157</b>	<b>152</b>	<b>141</b>
College/Sixth Form	131	117	150	144	125
Apprenticeship	6	5	5	2	8
Neet	3	1	2*	3	4
Employed with Training	4	3	1	1	0
Bespoke SEND Provision (Lapwing)	0	1	1	0	0
Distance Learning Education	1	0	0	0	0
Armed Forces	1	2	0	0	1
Unknown	0	0	0	2	2
Moved Out Of County	1	1	0	0	0
Moved Overseas	0	0	0	0	1
*Back in education					

Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).

- We work closely with the Suffolk Local Authority NEET team to target those learners we feel are most at risk of becoming NEET.
- This team also shares information with us on a regular basis to help us keep in touch with learners who have left the school and continue to offer them support and advice



## Areas for Development

Objectives	Actions and Timescales	Success Criteria
Further development of Careers programme will improve the quality of provision and improve aspirations and quality of destination	Introduction of the Padlet and links to Quality standard of the SIB. Quality assure the use of these.	Clear evidence of staff using exemplars in lessons via learning walks, checks, student voice.
	Widening participation – University trips	At least one trip to a university
	School to develop the involvement of the Careers Advisor to ensure Guidance is offered to students lower down the school to provide the opportunity for more bespoke support.	All learners are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses, and industry. All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
	Further development of the Work experiences programme	More opportunities for volunteer work Opening up our offer of widespread work experiences in a one-day multi visit Work experience as a full week this year using Unifrog to set up and launch.
To support the sustained transition of Year 11 learners into post-16 pathways.	To ensure that all current Year 11 have identified and applied for a Post -16 pathway. To support the Autumn Term transition into Post 16 pathways	All Year 11 pupils have identified a Post 16 destination and secured a pre-exam result offer. MMY to enter all Year 11 destination data/commentary on Tracker Tutors and teachers to be proficient in using Unifrog as a tool to record Year 11 transition activities.