**Team Improvement Plan 2016-17: (Careers and Work Related Learning)**

CEIAG and Work Related Learning underpins the whole school improvement plan and the key strands. As part of the Outcomes strand, it is important that proper access to information and guidance about future options are made available to students to enable them to plan effectively for transition points and their future careers. It is also important that any curriculum review includes analysis of student destinations in order to ensure that the curriculum adequately prepares our students for their next steps. In order to ensure we meet the needs of all students we must ensure that they have access to impartial information advice and guidance on a range of options and a key part of outcomes for students are the destinations that they go to at 16 and 18.

| **Development Goal: Ensure Impartial IAG provision is of the highest possible quality and are fully utilised** | | | | | | | | | | |
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| **Targets** | **Time-scales** | **Resources** | **Monitoring/Evaluation** | **Performance Indicators** | **Milestones** | | **Impact** | | | |
| *Term1* | *Term 2* | *Term 3* | |
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| *All Directions observations of Careers Advisor demonstrate that the IAG provision is of a high standard and meets the needs of students* | *Termly reviews* | *Director of Directions carrying out observations*  *AXK review of observations* | *Termly evaluation once observations received from Directions* | *All observations at least good* | *Termly observation reports from Directions* |  | |  | |  |
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| *Student evaluations of careers guidance demonstrate high levels of satisfaction by students and that guidance interviews are meeting students’ needs* | *Ongoing* | *Student evaluation forms given at the end of each interview*  *AXK regular review and follow up of evaluation forms* | *Termly evaluations of student evaluation forms and follow-up action as required* | *Good return rate for student evaluations*  *Evaluations show students are happy with the IAG guidance provision and the interviews are meeting their needs* | *Termly review of student evaluations* |  | |  | |  |
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| *Careers Advisor to deliver activities beyond one-to-one interviews such as bespoke small group work, assemblies and larger sessions to students* | *Ongoing* | *Within budget for Directions service* | *Termly review meetings with Careers Advisor and Director of Directions to establish school needs and plan sessions accordingly* | *At least one additional activity per term with positive feedback from students* | *Termly review meetings* |  | |  | |  |

| **Development Goal: Gain reaccreditation for ROQA CEIAG and Work Related Learning Awards** | | | | | | | | | | |
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| **Targets** | **Time-scales** | **Resources** | **Monitoring/Evaluation** | **Performance Indicators** | **Milestones** | | **Impact** | | | |
| *Term1* | *Term 2* | *Term 3* | |
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| *Gather all necessary evidence and put forward portfolio of evidence for reaccreditation* | *-October 2016* | *AXK and LVU time*  *Cost of ROQA reaccreditation* | *Review of available documentation and further evidence required in Summer Term 2016*  *Review of all evidence prior to submitting portfolio to ROQA for assessment* | *All criteria for ROQA CEIAG and ROQA WRL awards can be evidenced in documentation* | *Summer Term review 2016*  *Review of documentation September 2016*  *Submission of evidence October 2016* |  | |  | |  |
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| *Successful assessment and reaccreditation of ROQA awards for CEIAG and WRL* | *-November 2016* | *AXK and LVU time*  *ROQA Assessor*  *Cost of ROQA reaccreditation* | *Final review of evidence prior to ROQA assessment day* | *Successful reaccreditation of CEIAG and WRL ROQA awards* | *ROQA assessment day – October/November 2016*  *Ratification of recommendations by board – October/November 2016*  *ROQA awards ceremony – November/December 2016* |  | |  | |  |

| **Development Goal: Careers Section of School Shenfield Learning Website fully utilised by students and parents** | | | | | | | | | | |
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| **Targets** | **Time-scales** | **Resources** | **Monitoring/Evaluation** | **Performance Indicators** | **Milestones** | | **Impact** | | | |
| *Term1* | *Term 2* | *Term 3* | |
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| *All information on Careers section of school Shenfield Learning Website is comprehensive and regularly updated* | *Ongoing* | *LVU and AXK time*  *Weebly Shenfield Learning website* | *AXK to monitor website content at least once a half-term* | *Comprehensive information on website which reflects local opportunities and useful CEIAG resources for students* | *Half-termly reviews* |  | |  | |  |
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| *All students, particularly those in Years 11013 are fully aware of the resources on the careers website and it is well used by students* | *Ongoing* | *LVU and AXK time*  *Weebly Shenfield Learning Website*  *Reprographics* | *Student voice to establish the extent of student use of website and further advertisement as necessary* | *All Year 10-13 assemblies visited to advertise website*  *Form tutors receive half-termly reminders to advertise website*  *Termly student voice activities to establish extent of student access* | *Termly student voice activities across years 10-13* |  | |  | |  |
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| *All parents, particularly those in Years 11-13 are fully aware of the resources on the careers website and it is well used by parents* | *Ongoing* | *LVU and AXK time*  *Clare Fearn administration*  *SIMS in touch procedure*  *Reprographics* | *Parent voice to establish the extent of parental awareness and use of website* | *In touch email message advertising website sent to all parents of students in years 10-13*  *Regular notices in Parents’ Newsletter regarding website*  *Advertisements at school events such as Parents’ evenings and sixth form open evening* | *Termly parent voice activities* |  | |  | |  |

| **Development Goal: Robust tracking of post-16 and post-18 student destinations and maintenance of consistently low NEET figures** | | | | | | | | | | |
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| **Targets** | **Time-scales** | **Resources** | **Monitoring/Evaluation** | **Performance Indicators** | **Milestones** | | **Impact** | | | |
| *Term1* | *Term 2* | *Term 3* | |
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| Enhanced tracking of students throughout Year 11 on post-16 plans with timely intervention and support | *September – November 2016 for 2016 leavers*  *November 2016 onwards for 2017 leavers* | *AXK and LVU time*  *Year 11 form time/assembly time*  *Directions Careers Advisor* | *Intended Destinations Data for ECC evaluated in December 2016 and interventions put in place as necessary*  *In house destination tracking monitored on a half-termly basis and interventions put into place to support students without adequate plans* | *Intended Destinations show most students are making adequate post-16 plans*  *September Guarantee met*  *In house destination tracking shows students are making adequate post-16 plans and interventions are helping students*  *NEET figures remain low* | *September Guarantee – September 2016*  *November 2016 – Intended Destinations*  *Half-termly reviews of in house destination tracking from January 2017 onwards*  *September Guarantee – September 2017*  *Activity Survey – March 2018* |  | |  | |  |
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| *Enhanced tracking of students who leave during sixth form before the end of Year 13* | *Ongoing* | *Jackie Dunn*  *AXK and LVU time*  *Directions Careers Advisor* | *Destinations of sixth form leavers evaluated on a half-termly basis and further interventions planned as necessary* | *Procedure for timely information from sixth form regarding all early leavers from sixth form*  *ECC notified of all early leavers from sixth form*  *Early leavers from sixth form in suitably new destinations as soon as possible after leaving* | *Half-termly review of all sixth form leavers shows students in suitable destinations* |  | |  | |  |
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| Enhanced tracking of students throughout Year 13 on post-18 plans with timely intervention and support | *September-November for 2016 leavers*  *January 2017 onwards for 2017 leavers* | *Jackie Dunn*  *AXK and LVU time*  *Year 13 form time/assembly time*  *Directions Careers Advisor* | *List of all those applying to university obtained in December 2016*  *In house destination tracking students from January 2017 onwards who have received offers from university and plans of those not applying to university monitored on a half-termly basis and interventions put into place to support students without adequate plans* | *In house destination tracking shows students are making adequate post-18 plans and interventions are helping students*  *NEET figures remain low* | *Half-termly reviews of in house destination tracking from January 2017 onwards*  *Destination data – September 2017* |  | |  | |  |

| **Development Goal: Further develop CEIAG and WRL learning through the curriculum** | | | | | | | | | | |
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| **Targets** | **Time-scales** | **Resources** | **Monitoring/Evaluation** | **Performance Indicators** | **Milestones** | | **Impact** | | | |
| *Term1* | *Term 2* | *Term 3* | |
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| *Work with TL Social Sciences to further develop the time dedicated to careers education and work related learning in the curriculum* | *Ongoing* | *AXK and LAH time* | *Review of careers themes in new Psychology SoW in Year 10 Autumn 1 Social Sciences lesson*  *Review of new careers SoW in Year 10 Summer Term Social Sciences lesson*  *Further discussion and planning regarding careers work in new Year 11 Social Sciences course in 2017-18 academic year* | *Positive feedback regarding learning outcomes from students and teachers following both of these SoW* | *Review of Psychology SoW – Autumn 2*  *Review of careers SoW – Summer 2* |  | |  | |  |
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| *Further development of form tutor activities in KS4 form time* | *Ongoing* | *AXK, Jamie Rigg, JC* | *Regular monitoring of KS4 form time to ensure good use of resources and support for teachers* | *Positive feedback regarding learning outcomes from students and form tutors using the resources* | *Careers website resources provided to Jamie Rigg*  *Monitoring of use in KS4 form time* |  | |  | |  |
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| *Further development of bespoke careers talks taking place for Year 10-13 students in Autumn and Spring terms* | *September 2016 – February 2017* | *AXK and LVU time*  *Venue for talks* | *Review and evaluation of all talks which are organised throughout academic year with recommendations made for repeat events* | *Positive feedback from students and staff about careers talks*  *Secure several talks across a number of different industries, particularly shortage areas* | *Half-termly reviews of talks taking place* |  | |  | |  |
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| *Further develop guidance given to students regarding CV writing in light of comments from interviewers at Practice Interview Day* | *April-June 2017* | *AXK time*  *Careers Advisor – Directions* | *Monitoring of CV workshops carried out by Careers Advisor*  *Evaluation of success through the CVs which students produce*  *Evaluation in light of employers’ feedback following Practice Interview Day 2017* | *Positive feedback from students and staff following CV writing workshops*  *Positive feedback from teachers regarding the quality of student CVs*  *Positive feedback from employers from Practice Interview Day regarding the quality of student CVs* | *CV workshops timetabled for all Year 10 classes*  *CV workshops take place*  *Students complete their CVs in Social Sciences lessons*  *Feedback from employers following Practice Interview Day July 2017* |  | |  | |  |
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| *Source further contacts for Employer Engagement Day and Careers Talks to fill gaps following feedback from students about areas of interest* | *Ongoing to June 2017* | *AXK and LVU time* | *Regular meetings with AXK and LVU to monitor contacts base and discuss further ways to broaden contacts*  *Review of request for parent interest in careers events* | *New contacts sourced and used for Employer Engagement Day and Careers Talks*  *Positive feedback from students* | *Ongoing careers talks during autumn and spring term*  *Employer Engagement Day June 2017* |  | |  | |  |
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| *Adapt Careers Fair to take into account parent comments regarding more careers advisors and more universities* | *October 2016* | *Directions Careers Advisors*  *Universities at Careers Fair* | *Monitor attendance of 2 careers advisors from Directions to ensure less wait times for parents*  *Monitor attendance of universities at Careers Fair 2016* | *2 Careers Advisors present throughout Careers Fair and noticeably shorter wait times for students and parents*  *More universities present at Careers Fair*  *Positive feedback from parents and students following Careers Fair* | *September 2016 – review of confirmed attendees for Careers Fair*  *October 2016 – Careers Fair* |  | |  | |  |