

**UCS Bolton**

**Strategic Careers Plan**

**2021 – 2022**

**&**

**2022 - 2023**

Approved by:

Date:

Last reviewed: October 2021+

Next review due by:

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## INTENT

### Vision

*To develop a whole school **experience** that allows students to be prepared with subject specific **knowledge** and **pedagogy** that secures the best **Life Skills** so that students are able to access the career and higher education **destination** of their choice.*

### Strategic Objectives

**Objective 1 – To have careers and Life Skills interwoven throughout the T&L framework.**

**Objective 2 – Within the context of careers, develop coaching and target setting to motivate and contextualise learning and progression in lessons**

**Objective 3 – Develop the work with outside support agencies and employers to enrich the careers offer at the UCS.**

**Objective 4 – Develop the employer engagement through subject specific curriculum links and enrichment activities**

**Objective 5 – Develop the progression of careers knowledge over KS3 and KS4 preparing for post 16 success**

## Career Road Map

### ‘QUEST-UP’

	<b>Q</b>	<b>U</b>	<b>E</b>	<b>S</b>	<b>T</b>
<b>AIM</b>	<b>QUESTIONING</b>  (Year 7)  Questioning what skills I might need for future careers, <i>and identifying, through coaching, strengths and areas to develop in personal academic skills.</i>	<b>UNDERSTANDING</b>  (Year 8)  Understanding the different career options and different demands of the local labour market <i>and identifying, through coaching, strengths and areas to develop in personal academic skills.</i>	<b>EMPOWERING</b>  (Year 9)  Empowering students to blend their career skills with specific challenges of the working world through the theme of <b>ENTERPRISE</b> , <i>and identifying, through coaching, strengths and areas to develop in personal academic skills.</i>	<b>SECURING</b>  (Year 10)  Securing work placements and developing the skills needed to be successful in chosen employment areas <i>and identifying, through coaching, strengths and areas to develop in personal academic skills.</i>	<b>TAKE CONTROL</b>  (Year 11)  Taking control of your post 16 destinations and ensuring guidance is correct, pathways understood and applications are successful, <i>and identifying, through coaching, strengths and areas to develop in personal academic skills.</i>

	<b>U</b>	<b>P</b>
<b>AIM</b>	<b>UTILISING</b>  (Year 12)  Utilising and capturing the skills developed in school and link research, employability skills and academic progress to future destinations, <i>matching those skills to lessons and personal development plans.</i>	<b>PROGRESSION</b>  (Year 13)  Progression skills embedded to ensure destinations to UCAS, apprenticeships or the working world are secured, <i>and matching those skills to lessons and personal development plans</i>

#### Destination Data Year 11

Destination	2017	2018	2019	2020
Education				95%
Employment				0%
NEET				0%
Training				2.5%
Unknown				2.5%

#### Destination Data Year 13

Destination	2017	2018	2019	2020
Education	90%	88% (16% Y14)	94% (6% Y14)	84% (4% Y14)
Employment	5%	0%	3%	8%
NEET	0%	0%	0%	0%
Training	5%	12%	3%	8%
Unknown	0%	0%	0%	0%

## IMPLEMENTATION

### Action Plan

Strategic Objective 1		
<b>Develop the Life Skills needed for a successful career throughout the Teaching and Learning at the UCS. To have careers and Life Skills interwoven throughout the T&amp;L framework.</b>		
	Targets	Actions
Year One 2021 - 2022	Introduce Careers into curriculum areas.	<p>Develop a methodology for Careers in the Curriculum delivery at the UCS including the 'Top 10' model</p> <p>Meet with the Lead for Teaching and Learning Lead to ensure T&amp;L Policy includes CEIAG with lesson and observation criteria.</p> <p>Develop a CPD offer for staff that will highlight best practice and resources for Benchmark 4.</p> <p>Develop a CPD offer for staff that will highlight best practice and resources for Life Skills.</p> <p>Staff are to update Roadmaps to include opportunities for CEIAG delivery</p> <p>Work with University of Bolton to periodically utilise the facilities that contextualise and enhance the UCS curriculum delivery</p> <p>Monitor progress in a way that will surface pockets of best practice happening in subject areas.</p>
Year Two 2022 - 2023	Implementing Careers in Curriculum with staff taking ownership of delivery	<p>All Road maps in school to have specific elements of Careers and Life Skills</p> <p>Best practice is being shared within departments and cross department triangulation, implementing career champions as the school size develops</p>

Strategic Objective 2		
<b>Develop the coaching and target setting using the careers context to motivate and contextualise learning and progression in lessons</b>		
	Targets	Actions

Year One 2021 - 2022		Personalised tutoring in year 12 and 13 Coaching sessions in year 7-11
Year Two 2022 - 2023		

Strategic Objective 3		
Develop the work with outside support agencies to enrich the careers offer at the UCS.		
	Targets	Actions
Year One 2021 - 2022	Continue to build on existing relationships with external organisations	<p>Continue to work with Bridge GM, at the GMCA, to develop the programme in line with public guidance and to ensure the programme is continually be quality assured from an external organisation.</p> <p>Liaise with targeted organisations such as GM Higher, Talent Foundry, Alliance Learning, etc. To utilise funded activities that support CEIAG objectives.</p> <p>Continue to work with Connexions to ensure Benchmark 8 is upheld (Current L6 qualified Careers Adviser that is supporting students is Claire Storey)</p> <p>Identify and utilise funded services that are available and on offer in Greater Manchester (ASK programme, EY Foundation)</p>
Year One 2021 - 2022	Develop links with organisations that can support the delivery of the CEIAG programme	<p>Secure an Enterprise Adviser that will add an industry prospective to the development of the careers programme. An Enterprise adviser will also add capacity in terms of sourcing business that will participate in the career's activities and events</p> <p>Increase the variety of businesses we work with – this includes business of different sizes, from variety of sectors and local/regional/ national employers.</p> <p>Engage with businesses that support wider school priorities – <b>DETAIL HERE</b></p>
Year One 2021 - 2022	Continue to build / Develop links with FE, HE and ITPs	Work with University of Bolton to periodically utilise the facilities that contextualise and enhance the UCS curriculum delivery

		<p>Work with FE / HE institutions to support with careers activities/ events so KS4 students receive a detailed understanding of post 16 pathways</p> <p>Work with FE / HE institutions to support with careers activities/ events so KS5 students receive a detailed understanding of post 18 pathways</p> <p>Work collaboratively with other FE institutions to share best practice (through the Bolton Careers Hub)</p>
Year Two 2022 - 2023		

Strategic Objective 4 Develop the employer engagement through subject specific curriculum links and enrichment activities		
	Targets	Actions
Year One 2021 - 2022	Increase employer links within curriculum areas	<p>Understand current employer engagement practices in subject areas</p> <p>Set up a data capture process to record employer encounters that are happening in lessons</p> <p>In line with the UCS Top 10 for Careers, staff will source 1 employer to co-deliver a lesson.</p> <p>Use school's social media accounts to network with local businesses.</p> <p>Use school's social media account highlight work that is being done in collaboration with employers.</p> <p>Develop an Alumni network that can support with careers projects in subject areas</p>
Year One 2021 - 2022	Maintain employer links within curriculum areas	<p>Create a mechanism to capture the employers that support the careers programme.</p> <p>Create a database that documents employers that are supporting the careers programme and cross school activities.</p> <p>Start to calendar year on year events and work with employers to develop these activities.</p>
Year One 2021 - 2022	Create the role of a 'Careers Champion'	Develop a network of careers champions who can advocate for and support with the development of Careers educations in curriculum areas

Year Two 2022 - 2023		

Strategic Objective 5 Develop the progression of careers knowledge over KS3 and KS4 preparing for post 16 success		
	Targets	Actions
Year One 2021 - 2022		Careers programme in place
Year Two 2022 - 2023		

### Career implementation

See termly matrix

### Website and guidance

#### Students

- Copy of the plan/implementation
- Links to support websites for careers (engineering/medicine/nursing/computer science)
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#### Parents

- Careers mag, careers guidance, whats next
- UCAS parent guide
- Apprenticeship guide
- Students pathway
- Life skills programme and questionnaire link
- Open events with careers support

#### Employer Engagement

- Employer Link → Subject Curriculum → Contextualisation → Engage → Review
- Expression of interest
- Employer pyramid plan

#### Gatsby Bench Marks

- Table explaining the process in how we meet and the report we have evidenced
- Compass Plus



#### **Outside Projects – inside school**

- GM Higher
- NCW
- Barclays
- STEM ambassadors

#### **Life Skills Project**

- The data
- The materials
- Images of students in lessons
- Questionnaires
- GM Higher
- Employer links and reviews

#### **Gatsby Benchmark 4 – curriculum learning and careers**

- Top ten careers
- Images of careers in lessons
- Subject reviews??

#### **Impact**

#### **Monitoring and Evaluation Plan**

A detailed monitoring and evaluation plan can be found in appendix 8.

The careers programme at XXXX is delivered through a variety of activities including; timetabled lessons in Key Stage 3, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by XXX are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole college careers tracking
- Work scrutiny
- Knowledge organisers

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by XXX are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews

- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool each term.

**Appendix 1 – SWOT Analysis**

Strengths	Weaknesses

Opportunities	Threats

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## Appendix 2 – Current State

	<b>University Collegiate School</b> <small>Report generated on May 13th 2021 at 13:27</small>
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This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	47%	47%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	81%	81%
4-Linking curriculum learning to careers	81%	81%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	100%	100%
7-Encounters with further and higher education	100%	100%
8-Personal guidance	100%	100%

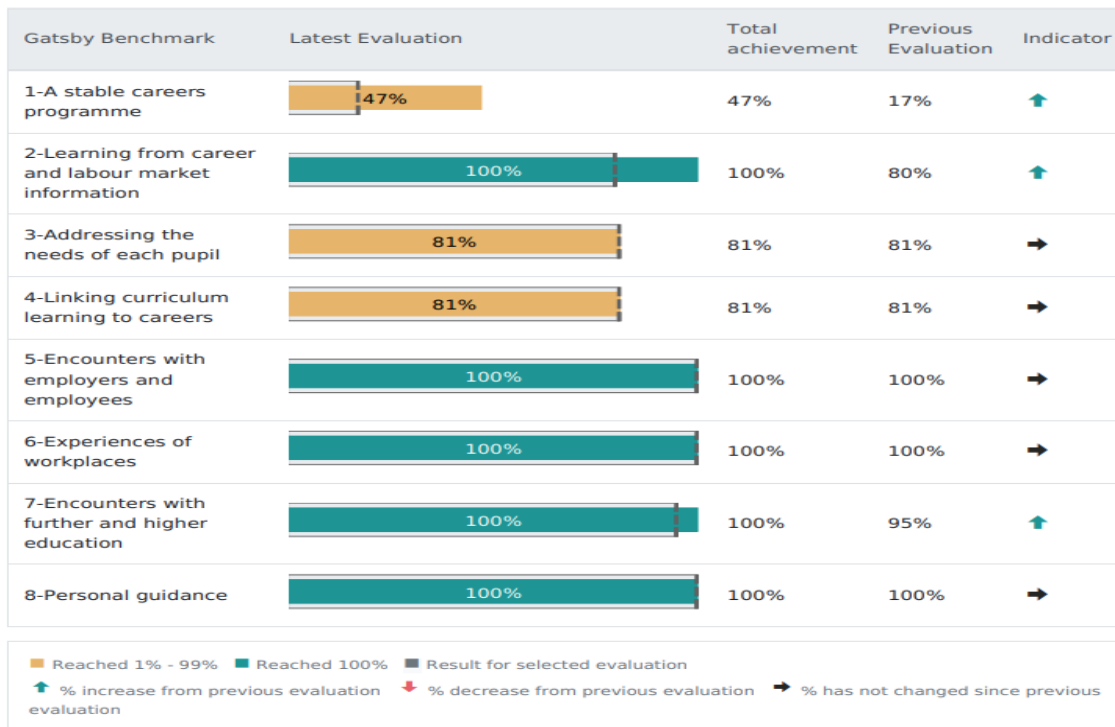
Benchmark	%	Areas to be addressed
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1	Stable careers programme		
2	Learning from career and labour market information		
3	Addressing the needs of each pupil		
4	Linking curriculum learning to careers		
5	Encounters with employers and employees		
6	Experience of the workplace		
7	Encounters with further and higher education		
8	Personal guidance		

### Appendix 3 – Gatsby Benchmark Progress

COMPASS +
University Collegiate School  
Report generated on May 13th 2021 at 13:31

This graph shows a comparison between your latest evaluation results and a previous evaluation completed on **2020-07-21** by **Jim Dickson**.



Benchmark	September 2019	December 2019	April 2020	July 2020
1 Stable careers programme				
2 Learning from career and labour market information				
3 Addressing the needs of each pupil				
4 Linking curriculum learning to careers				
5 Encounters with employers and employees				
6 Experience of the workplace				
7 Encounters with further and higher education				
8 Personal guidance				