



**STRATEGIC CAREERS PLAN**  
**CAREERS EDUCATION, INFORMATION,**  
**ADVICE AND GUIDANCE**

<b>Approved</b>	Pending Link Governor approval
<b>Next Review</b>	September 2024 and annually thereafter

## VISION

To prepare our students for the opportunities, responsibilities and experiences of the world of work through a progressive programme which supports them in choosing pathways that suit their interests and abilities, lifts their self-belief and confidence, and empowers them to make well informed and aspirational choices about their best next steps without being limited by knowledge of options.

## BELIEFS AND SUMMARY APPROACH

St. Joseph's College believes that careers education is a journey which must start from year 7 so that students have the time and support needed to make the 'best next step' in their career journey. It is also a journey which must be supported with up to date information for students, their teachers and also parents / guardians. We therefore ensure that targeted information is available on the website and in addition, have invested in an integrated careers platform (Unifrog) for all teachers, students and their parents/ guardians, a platform which allows students to track their careers journey from joining and in addition, provides information on apprenticeships, post 16 and post 18 courses and careers including the latest LMI (labour market information).

Careers cannot be a standalone activity and as such, there is a focus on ensuring that information and support is evident throughout a student's time at school from tutor time and PSHE lessons to subject specific careers links throughout their time in college. This curriculum link ensures that by the age of 14, all students have had the opportunity to learn and appreciate the relevance of STEM subjects to a wide range of career options. Recognising the various growth sectors, this theme of subject specific career links is woven through every subject from KS3 to KS5. The importance of succeeding in English and Maths is emphasised throughout.

There are also a wide range of opportunities provided to students from careers assemblies and work experience opportunities to talks with alumni, visiting speakers and visits to higher education providers. These opportunities are a combination of specific whole year group activities to more bespoke targeted session - all forming part of our holistic careers programme.

As members of the Careers Hub for Staffordshire and Stoke on Trent, each term we work with our Enterprise Advisor to track our careers programme against the eight Gatsby Benchmarks through the Compass+ tool to help inform the development of our careers programme. This enables us to identify areas of focus to form part of our longer term strategy. These termly reviews, alongside feedback from students, staff, parents and contributors, form part of our annual evaluation of the careers programme to ensure it continues to evolve and develop each year.

We are always very keen to develop further links with local and national employers, training providers and FE / HE colleges and as such, would welcome contact with any that feel able to support our programme. Those interested are encouraged to contact either [sgilding@stjosephsmail.com](mailto:sgilding@stjosephsmail.com), [scumbo@stjosephsmail.com](mailto:scumbo@stjosephsmail.com) or [rthomas@stjosephsmail.com](mailto:rthomas@stjosephsmail.com) .

Alumni of St. Joseph's are encouraged to also join our LinkedIn page.

## Strategic Objective 1:

**Continually review the Careers programme with a specific focus on further developing the involvement of a range of providers to ensure that students are best positioned to make decisions on their Best Next Steps**

Year	Targets	Actions
<b>YEAR ONE (2022-2023)</b>	<ul style="list-style-type: none"> <li>• Social media links are established to promote careers events at St. Josephs and establish links with business</li> <li>• Business breakfasts are held ~once a fortnight with targeted audiences from Y7-Y13</li> <li>• KS3 have at least one event with a provider and employer this year</li> <li>• Y9 has a range of provider / employer experiences</li> <li>• Y10 work experience week is meaningful for all</li> <li>• KS4 have encounters with a broader range of providers</li> <li>• KS5 Next Steps fair offers HE and Apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• LinkedIn is used to share Careers events including our Business Breakfasts and 'Best Next Step' fairs</li> <li>• Database of business contacts is maintained to source speakers for Business Breakfasts and participants in broader school events</li> <li>• Y8 Finance event organised for summer term</li> <li>• Programme for Y9 industry day is restructured targeting a range of providers that all students access</li> <li>• Materials for Y10 work experience are re-structured to ensure employability skills are central and placements check are in place.</li> <li>• Inaugural 'Next Best Steps' fair is launched for KS4 with at least 20 different providers</li> <li>• Careers team works with 6<sup>th</sup> form team to support range of offering for Next Steps fair</li> <li>• Feedback / Surveys are completed by all parties providers</li> </ul>
<b>YEAR TWO (2023-2024)</b>	<ul style="list-style-type: none"> <li>• The revised destinations survey is used to further develop Alumni links</li> <li>• Business Breakfasts are attended by a broader range of students</li> <li>• KS3 have at least two events with a provider and employer this year</li> <li>• KS4 have a further event with employers / providers</li> <li>• KS5 work experience broad offering is undertaken</li> <li>• Revised evaluation approach is launched to identify success areas and areas of focus for further development of programme</li> </ul>	<ul style="list-style-type: none"> <li>• Data from Unifrog is used to identify and target students who have not attended any Business Breakfasts</li> <li>• Y10 event organised with Keele University</li> <li>• Y8 event to be organised with Staffordshire University</li> <li>• T level / Apprenticeship assembly and Q&amp;A is held for KS4</li> <li>• Apprenticeship assembly and Q&amp;A is held for KS5</li> <li>• Unifrog support for work experience is investigated and planned for supporting full Y12 work experience week</li> <li>• CV / interview workshops are planned across keystages</li> <li>• Further work is undertaken with 6<sup>th</sup> form team on Next Steps providers and Next Steps week</li> <li>• Evaluation feedback is collated from all parties to further shape programme</li> </ul>
<b>YEAR THREE (2024-2025)</b>	<ul style="list-style-type: none"> <li>• Through the network of business / HE / FE links and alumni, each subject area will organise three events on top of the developing central provision.</li> <li>• The school will aim to achieve the QiCS or equivalent in Careers by the close of 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in Year two continue and are embedded as part of ongoing programme</li> <li>• Incorporation of careers initiatives including visiting speakers and educational visits are centrally tracked on Unifrog to raise awareness</li> <li>• Each curriculum area to be linked with a local / regional business with support from Enterprise Adviser</li> </ul>

## Strategic Objective 2:

**Promote and increase awareness of all staff to their role in providing non biased support to students' on their 'Best Next Step' including the development and embedding of 'Careers in the Curriculum' across all key stages**

Year	Targets	Actions
<b>YEAR ONE (2022-2023)</b>	<ul style="list-style-type: none"> <li>• Agreement on longer term investment in online careers tool (Unifrog)</li> <li>• All staff have a clearer understanding of their role in CEIAG and in meeting BM4 specifically</li> <li>• Students have a clearer appreciation of the link between subjects (not just STEAM subjects) and a diverse array of careers</li> </ul>	<ul style="list-style-type: none"> <li>• Careers is prioritised with a clear action on the SIP</li> <li>• Staff training delivered by Careers Hub Manager at the start of the calendar year</li> <li>• Unifrog online careers tool introduced to all staff, students and parents</li> <li>• Career Ambassadors identified across each subject area</li> <li>• Introduction of Careers slide template</li> <li>• Introduction of contextualised careers information including LMI within each subject areas lesson content</li> <li>• Careers profiles shared for all staff and governors to inspire students</li> <li>• Staff / Student survey carried out to drive training needs analysis and resulting CPD plans</li> </ul>
<b>YEAR TWO (2023-2024)</b>	<ul style="list-style-type: none"> <li>• All staff have a clearer understanding of the developing careers landscape including options post 16 / 18</li> <li>• Career Ambassadors for each subject area are taking ownership for embedding Careers and LMI in each subject area's scheme of work</li> <li>• Staff develop confidence in using Unifrog to explore options</li> <li>• Students understanding of their options both post 16 / post 18 and careers wise is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Annual training for all staff is delivered focussed on the developing careers landscapes and options beyond KS4 including apprenticeships/ T levels and other technical qualifications (incl Unifrog support)</li> <li>• Career Ambassadors meet with Careers team member on a half termly basis to take a lead in driving forward the inclusion of Careers and LMI in their subject areas with links to Unifrog (tracking)</li> <li>• A half termly Careers development staff update is introduced focussed initially on raising awareness of post 16 and 18 pathway options for all staff</li> <li>• Staff / Student survey is repeated to analyse trends and identify any existing or additional areas of focus</li> </ul>
<b>YEAR THREE (2024-2025)</b>	<ul style="list-style-type: none"> <li>• Careers Ambassadors take the lead in driving careers in the curriculum</li> <li>• Careers Ambassadors develop a network of business and HE / FE links to build into their Career offerings within their subject area (at least three events)</li> <li>• Students are more involved in driving initiatives to support their understanding of Next Best Step options</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in Year two continue and are embedded as part of ongoing curriculum approach</li> <li>• Incorporation of careers initiatives including visiting speakers and educational visits take place across all subject areas - centrally tracked to raise awareness</li> <li>• Identification / selection of a panel of Student Careers Ambassadors across the key stages to support work of staff Careers Ambassadors and drive student voice</li> </ul>

### Strategic Objective 3:

**Develop CEIAG communications to develop the understanding of 'Next Best Steps' in staff, students and parents / guardians, increase parental involvement in the programme and further develop networks of support**

Year	Targets	Actions
<b>YEAR ONE (2022-2023)</b>	<ul style="list-style-type: none"> <li>• St. Joseph's Careers branding is established to ensure Careers activities are clearly recognised by all</li> <li>• The website becomes a helpful source of reference for staff, parents and external providers including local businesses / employers and educational establishments</li> <li>• Social media links are established to promote careers events at St. Josephs</li> <li>• A termly Careers newsletter becomes a core source of careers information and updates</li> <li>• Surveys are used to drive forward communications and activities within the career programme more broadly</li> </ul>	<ul style="list-style-type: none"> <li>• St. Joseph's Careers logo is developed for use in all Careers related activities</li> <li>• Introduction of standard Careers slide template using logo and standardised structure</li> <li>• Website is updated to reflect Careers programme offering and place of support for all</li> <li>• LinkedIn is used to share Careers events including our Business Breakfasts and 'Best Next Step' fairs</li> <li>• Careers newsletter template is finalised and newsletter is launched</li> <li>• Staff / student survey is carried out to identify areas of focus</li> <li>• Parent survey is launched to establish optimum communications approach and level of understanding more broadly on careers</li> <li>• Independent careers advisor is present at key events including Y9 Options evening</li> </ul>
<b>YEAR TWO (2023-2024)</b>	<ul style="list-style-type: none"> <li>• LinkedIn and Twitter become a staple part of our marketing approach to develop further connections</li> <li>• The revised destinations survey is used to develop Alumni links</li> <li>• Staff receive a monthly central Careers communication</li> <li>• Unifrog is used as a source of information and also a record of events</li> <li>• All events are followed up with clear communications and revised evaluation approach</li> </ul>	<ul style="list-style-type: none"> <li>• All Careers events are celebrated on LinkedIn and Twitter</li> <li>• All Y11 and Y13 complete the survey and an internal database is established to track Alumni</li> <li>• In line with objective 2, a half termly Careers development staff update is introduced focussed initially on raising awareness of post 16 and 18 pathway options for all staff</li> <li>• Careers Ambassadors and students to ensure that events are tracked on Unifrog</li> <li>• Revised evaluation approach is defined and used for all central events to drive further improvement</li> <li>• All surveys are repeated to analyse trends and identify any existing or additional areas of focus</li> </ul>
<b>YEAR THREE (2024-2025)</b>	<ul style="list-style-type: none"> <li>• All leavers have joined the Alumni network and at least three events are centrally organised in the year which involve recent Alumni</li> <li>• Survey feedback indicates a higher level of engagement and understanding of Careers options across all audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in Year two continue and are embedded as part of ongoing focus on communications</li> <li>• The newsletter evolves to include a Parents and External providers contribution section</li> <li>• Evaluation approach is used for subject led Careers events</li> </ul>