

Strategic Careers Plan: Eastbrook School

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Labour Market Context

The London Borough of Barking and Dagenham is at a key moment. It has the ambition and the political will to become an inclusive, prosperous and resilient place, in which all communities have the opportunity to fulfil their potential. To help achieve this, the Council established an independent Growth Commission to examine options, and the likely impact of pursuing those options, for the future development of the Borough. The Growth Commission identified potential goals set out below, signalling the new approach from the Council and engendering a shared sense of responsibility for their delivery.

The Commission's suggested goals for 2035 are that the Council should:

- create a new city district in the town centre with the variety and interest of London's best centres;
- open up the Roding Riverside as an attractive, accessible, active riverfront;
- develop a destination attraction for London with national and international visitors;
- have built 35,000 new homes;
- have created 10,000 net additional jobs in the economic growth sectors;
- be at or above the London average for Level 4 (Key Stage 2) in reading, writing and maths;
- have met the London average for GCSE 5 A*-C (including English and mathematics) grades;
- have the same, or a higher, percentage of children achieving grades AAB or higher (in A Levels) as the England average;
- be sending as many children to a Russell Group University and Oxbridge as the Outer London average;
- have rates of unemployment level and incapacity at or below the London average;
- have increased the proportion of the population with NVQ3 and above qualifications to the London average;
- have reduced its Standardised Mortality Ratio (SMR) to the British average as a minimum; and,
- have attracted at least two anchor institutions.

Growth sectors in London have been identified as: Professional Services; I.T and Cyber Security; Health and Social Care; Construction; Creative and Digital. (*Office for National Statistics and Gov.uk. Last updated August 2020*).

Eastbrook School context

Eastbrook school serves a very disadvantaged and diverse community.

- 24% Adults in the area have no qualifications.
- Eastbrook Ward has the highest proportion of White British in Barking and Dagenham.
- Local government figures show that the number of children living in overcrowded households in the local ward is three times the national average. Many families reside in the local area in temporary accommodation. Among other effects, this leads to high mobility and high midterm admissions.
- Around 60% of pupils at Eastbrook have English as an additional language (EAL), compared to 17% nationally, with 30% of these pupils starting school with little or no English.
- 14% of Barking and Dagenham residents claim income support – the highest level in London.
- Male and Female life expectancy for Barking and Dagenham residents are below the London average of 63.9 years, at 62.8 and 62.3 respectively.
- There are 12.7 domestic abuse offences per 1000 people in Barking and Dagenham – the highest level in London.
- 12.2% of the Barking and Dagenham population have no qualifications, the highest in London.

Education and aspirations

Despite notable improvements, including an increase in GCSE attainment 18 per cent higher than the London average (2005-2015), educational attainment in the Borough remains low by the standards of London. Greater ambition within the Borough is central to driving up educational attainment more rapidly and expanding the opportunities for people in the Borough. The Commission (Report of the Barking and Dagenham Independent Growth Commission Feb, 2016) recommendations suggested that:

- The Borough be more ambitious in raising aspirations and educational outcomes. This is not just a matter for schools but requires a holistic approach that recognises the crucial role a wide range of stakeholders play in contributing to widening horizons and raising aspirations.
- The council put in place a programme to raise awareness of educational underachievement, and its long-term implications, amongst teachers, officers and members.
- Practitioner-led training programmes be developed that focus on informing and supporting teachers to raise educational attainment amongst students. Schools have a critical role to play in raising aspirations. In addition, the Council ensure that raising aspirations and educational attainment is central to the activities of every school in the Borough.

- Detailed data be made available for every child, enabling the identification of underachievement and the deployment of early interventions amongst those students at risk of failing to fulfil their potential.
- A new London Challenge-style programme be introduced to tackle the disparities in educational attainment in the Borough. The Council to examine how funding can be accessed to support the programme.
- Targeted encouragement and support be focused on disadvantaged groups within the education system. In particular, white British boys who have been identified as falling behind in the Borough, should benefit from out of school learning and study opportunities. Recognising the holistic approach required to address educational underachievement, strong partnerships between schools and other stakeholders, including the community and voluntary sectors, and business, should be established focusing on providing the social, emotional and practical support children and families require.
- The Council to pursue an initiative with Teach First that would ensure teachers stayed longer within the schools. This could be linked to the provision of affordable housing and the Council should examine negotiating a reduction in student loans as part of a wider incentive to retain teachers.
- The Council engage with livery companies associated with traditional industries in the Borough and seek long-term partnerships through school 'adoption'. The potential of the livery companies-schools link to provide employment, training and other opportunities directly and through their networks for students in the Borough to be examined.
- Ensuring that there is affordable and desirable housing, of various types, which is important in recruiting and retaining teachers, particularly at senior levels. To help make the Borough an attractive one for teachers, and other key workers, the Commission recommends that the Borough make available housing, in a mix of styles that meet the needs of people at different stages of their lives (smaller apartments through to family homes).
- Specific tutoring support, either in one-to-one or small groups, has been shown to be beneficial to increasing the attainment of students. The Council to persuade tutoring organisations, including those that draw on tutors from the private sector (such as The Access Project – which matches students from disadvantaged backgrounds with volunteers from the private sector to help them get into Russell Group universities) or those that utilise university students, such as the Manchester based charity Tutor Trust, to support students in the Borough.
- Working with parents is crucial to raising aspirations, but the challenge of doing so should not be underestimated and a multi-stakeholder approach is required. Schools should identify and develop strategies, drawing on successful examples from both inside and outside the Borough, to help engage parents where low aspirations are a hindrance on children's performance.
- Schools adopt an experiential approach to the curriculum, which incorporates the cultural entitlement statements adopted by school governing bodies in the Borough, enabling students to have wide-ranging experiences that both inform their learning and contribute to widening their horizons. This could include activities across London, as well as a 'Model UN' activity, harnessing philanthropy to support the activity.

- The Council to ensure that schools in the Borough are providing careers education, as distinct from individual advice and guidance, to students from a young age. Widening vistas to a wider-range of opportunities would contribute to helping improve ambition and educational attainment amongst students.
- The Council to build on the early work of the Cultural Education Partnership and explore with stakeholders as to how its approach could be harnessed not only to raise educational attainment and progression in the creative sectors, but also to build and foster inclusive and cohesive communities.
- The Council to explore the potential of working with high quality academy chains, and other education providers, to contribute to improving educational attainment.
- There is a case for urgent investigation for the creation of a consolidated new sixth form centre for Barking and Dagenham and indeed to serve a wider catchment area. This could be a new facility providing footfall around one of the existing urban centres in either Barking or Dagenham, although its principal objectives naturally would be to provide an excellent new facility to improve educational performance, linking local students with higher education including the best universities in the country.






Skills and Employment

Increasing the skills and qualifications base of the Borough is crucial to tackling the precariousness which many individuals confront. The absence of a skills strategy and baseline studies around the growth sectors and job creation potential, or an explicit consideration of the skills needs of areas with high employment growth potential, such as Stratford and Canary Wharf, highlights that this is an area where the Borough needs to invest.

London Recovery

London's recovery from Brexit and Covid challenges is led by the London Recovery Board which has identified that the following sectors present opportunities for Londoners to find 'good work': Green, Creative, Health & Social Care, Digital and Hospitality (identified as an additional sector at a later stage considering its high vacancy rate post pandemic). These sectors include some or all of the following features: high vacancy rates, skills shortages, provision that does not consistently meet employer need or is not accessible, lack of workforce diversity/barriers to entry for specific groups and 'image' of the sector or lack of awareness amongst potential applicants ([London Recovery Board 2021](#)).

Top sectors employing people in LBBD include:

Top industries				
Sector	Current Jobs (2020)	Predicted Jobs (2025)	No of Employers (2020)	
	Wholesale & Retail	10,970	11,470	1,330
	Administrative and Support	7,170	7,560	770
	Education	7,150	7,560	180
	Transportation and Storage	6,130	7,010	700
	Health & Social Care	5,030	4,950	490

(<https://london.startprofile.com/page/explore-barking-dagenham>, Nov 2023)

Supporting Young People

It is important to support young people in understanding the shifting local labour market in the light of recent big influences such as Covid and Brexit as well as broader influences such as climate change challenges and digital transformation. The updated Career Development Framework (CDI May 2021) identifies the importance of teaching young people to locate and interpret current LMI and likely future employment trends (*Manage Career, See the Big Picture*) and outlines how this can be integrated into curriculum offer; the Gatsby Benchmarks identify that Careers Education should be firmly rooted in LMI awareness and understanding of future employment trend predictions, particularly the centrality of STEM in projected growth sectors.

Eastbrook School: Vision

OUR AIMS

The aims of Eastbrook School fall into three categories:

Opportunity: A rich and diverse curriculum that provides access to students from all contextual and educational backgrounds. This includes a diverse range of GCSEs at Level 2 and vocational and academic qualifications at Level 3.

Achievement: Students are offered courses which facilitate transitioning from primary to secondary and onto sixth form or other local providers. Sixth Form students are provided opportunities to achieve English and Maths alongside accessing Level 3 qualifications. Students who have already achieved at Level 2 are able to build on these through the suite of Level 3 academic and vocational options.

Destinations: Eastbrook School is focused on providing students with the opportunity to access high quality destinations at the next stage. Students studying at Level 2 study subjects that facilitate transition to level 3 internally, or other local providers. Students who complete Level 3 typically progress to University, Level 3 Apprenticeships, or employment.

<p>SLT Comments: <i>Careers strategy reviewed and supported by Jamie Gibson, Headteacher (Interim)</i></p> <p>Signed: Date Approved: TBC</p>	<p>Link Governor Comments:</p> <p>TBC</p> <p>Signed: Date Approved: TBC</p>	<p>Rabeela Aziz (Enterprise Adviser) Comments:</p> <p>Signed: Date reviewed & approved by Rabeela Aziz on: TBC</p>
	<p>Student Voice Comments:</p> <p><i>Date Reviewed:</i></p>	<p>Staff Voice Comments:</p> <p><i>Date Reviewed:</i></p>

Vision for Careers Provision Ideas:

Our key aim is to ensure that students begin to develop a real understanding, even at an early age, of careers and work-related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. A Careers Action Plan for each student through Unifrog and this will act as a guide to focusing students for life after school in terms of education choices, career decisions and life planning. Our overarching aims for CEIAG are to work with external agencies, such as the East London Careers Hub to:

- To develop essential skills to allow students to be successful through every stage of life to enable them to unlock learning whilst at school, to ensure they are fully prepared for the independence of university and college, apprenticeships and employment.
- To develop the essential skills as defined in the Skills Builder Accelerator programme. The skills taught include listening; presenting; problem solving; creativity; staying positive; aiming high and leadership.
- Make clear to students how their behaviour, attendance and essential skills are inherently linked to their personal development, careers prospects and future prosperity.
- Encourage participation in continued and wider learning outside of the school environment through links with local organisation to develop community cohesion.
- Reduce drop out from education and training and thereby ensuring that the school contributes to reducing the numbers of students who are not in education, training or employment (NEET).
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing.
- Develop their understanding about the changing world of work.
- Support meaningful encounters with employers for all students including guest speakers and work experience opportunities.
- Encourage students to research the skills and qualifications required for different professions.
- Support students with a successful transition into employment, training further or higher education.

Vision for Careers Provision Statement:

- Eastbrook School aims to maximise the life chances for all our young people, it is therefore crucial to prepare them for life beyond school and college. A well-structured Careers, Education, Information, advice and Guidance (CEIAG) will play a key role in contributing to how the school prepares its young people for the opportunities, responsibilities and experiences of adult life. It is one element of our emphasis on personal development.
- By working in partnership with external agencies, we will provide accurate and focused careers information, advice and guidance tailored to individual needs and thereby ensuring that our students will be able to make informed choices about their career pathways.

Current Position

Eastbrook Compass Score:	<p>January 2024</p> <p>Benchmark 1 -A stable Careers programme 100%</p> <p>Benchmark 2 -Learning from Careers and LMI 60%</p> <p>Benchmark 3 -Addressing the needs of each pupil 100%</p> <p>Benchmark 4 -Linking curriculum learning to careers 25%</p> <p>Benchmark 5 –Encounters with employers and employees 50%</p> <p>Benchmark 6 -Experiences of workplaces 50%</p> <p>Benchmark 7 -Encounters with further and higher education 50%</p> <p>Benchmark 8 - Personal Guidance 100%</p>
Compass - Priority Benchmarks:	<p>Gatsby Benchmark 2 – Learning from Careers and LMI</p> <p>Gatsby Benchmark 3 – Addressing the needs of each pupil</p> <p>Gatsby Benchmark 4 – Linking curriculum learning to careers</p> <p>Gatsby Benchmark 5 – Encounters with employers and employees</p> <p>Gatsby Benchmark 6 – Experience of workplace</p> <p>Benchmark 7 -Encounters with further and higher education</p> <p>Benchmark 8 - Personal Guidance</p>

Destination Data:

Year 13 students (2024 cohort)

Total number = 53

UCAS

Analysis of data from 2024 leavers shows that:

- 42 students began undergraduate courses in 2024.
- 28 students received their first choice.
- 4 students received their insurance choice.
- 6 students decided to take a gap year, with the intention of deferring their undergraduate place to 2025
- 1 student started a Level 4 apprenticeship
- 4 students started full-time work

LMI – Key Growth Sectors:	Professional services Information Technology Health & Social Care Work Construction Finance & Insurance Finance Technology Energy (LMI data)
Vulnerable Cohorts/Gaps in outcomes	Potential NEET students, LAC students

SWOT analysis of Careers Provision

<p style="text-align: center;">STRENGTHS</p> <p>Academic & vocational curriculum offer aligned to local LMI opportunities</p> <p>Opportunities to retake GCSEs in English & Maths</p> <p>Careers interview and progression planning for all students</p> <p>Careers Policy and a careers education programme is in place</p> <p>Personal guidance available for targeted students and on request – BDSIP careers advisers</p> <p>Website has links to policy in the key information section</p> <p>Careers Lead has Level 6 Careers Leader qualification (CDI Member)</p>	<p style="text-align: center;">WEAKNESSES</p> <p>UCAS/non UCAS routes need integrating (i.e., students made aware of both routes rather than pre-selecting)</p> <p>Eastbrook careers team support and resources, including a regularly maintained careers website with open access so accessible to all Eastbrook students/parents and carers/teachers</p> <p>School needs to ensure that students get support and practice in understanding modern recruitment methods</p> <p>Apprenticeship routes not fully understood by parents/carers, students, staff</p> <p>Not enough experience of workplace opportunities to contextualise vocational learning</p> <p>Not enough integrated career learning within curriculum</p> <p>Diverse range of work experience opportunities</p>
<p style="text-align: center;">OPPORTUNITIES</p> <p>Scheduled time on new timetable for WEX opportunities for year 12 and year 13</p> <p>Staff to undertake an audit of careers element of curriculum and are committed to careers focus</p> <p>Engage in process of supporting Investors in Careers status</p> <p>Drop down days are opportunities for work related learning encounters and careers education programme</p> <p>Eastbrook School has access to Unifrog</p> <p>Part of East London Careers Hub</p> <p>Enterprise Co-ordinator, East London Careers Hub</p>	<p style="text-align: center;">THREATS</p> <p>LMI/unemployment challenges post Covid/Brexit, cost of living crisis</p>

Enterprise Advisor, Civil Service, HR Consultant	
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<p>Key priority/action areas from SWOT:</p> <ul style="list-style-type: none"> • Integrate information about LMI in classroom teaching, and be explicit about links to career development within taught curriculum • More WEX opportunities • Greater clarity about progression pathways, especially apprenticeships
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Key strategic objectives

Key Strategic Objectives	
1	To achieve Investors in Careers status by end of 2025
2	Addressing the needs of each student: to make careers provision bespoke to individual students' aspirations and interests.
3	To provide students with opportunities to experience work related settings that are realistic, aspirational and meaningful.
4	To engage further with parents/carers evaluating careers programme and informing them about vocational options, progression pathways and local LMI
5	To further link curriculum learning to careers

School Name: Eastbrook School	Date: Strategic Careers Plan Created: Dec 2023 – July 2025	Date approved by SLT: 25 th May 2025	Date approved by Governors: 25 th May 2024	Proposed Review Date: Interim Review dates: TBC Full review Year 1 - TBC Interim Review dates: Dec 2024/Mar 2025 Full Review – Jul 2025
Career Leader: Shehnaz Awan				

Strategic Careers Plan - Academic Years: 2023-25

Objectives <i>“What are the problems you are trying to solve?”</i>	Actions, including CPD <i>“What would solve the problem?”</i>	Responsible <i>“Who is responsible for each action?”</i>	Time <i>“When do you aim to have this completed by?”</i>	Outcomes <i>“What would success look like?”</i>	Progress
Achieve Quality in Careers Award		Careers Lead	July 2026	Investors in Careers Status successfully achieved. Celebrate award achievement with staff. Add charter mark to website. Inform students & parents by letter.	Currently on implementation stage
Student CEIAG experiences from entry and through time at school needs to be updated regularly.	Tutors to ensure students are saving all activities undertaken on Unifrog in individual lockers every month. CL to run a monthly report to monitor student engagement with Unifrog activities.	Tutors Careers Lead Administrator support	To be updated once a month commencing Jan 2024. CL to collate data once per half-term to ensure Unifrog engagement is consistent.	Staff are making good use of Unifrog which is tailored to individual needs. Students are exploring LMI data and exploring University and apprenticeship options.	Staff CPD in Nov 2023 to ensure all staff, including new tutors are familiar with the functions of Unifrog and can monitor usage of their group. Higher levels of engagement per half-term, demonstrating evidence of activities being completed.

	<p>Identify groups who have lower engagement and assign set activities to complete during tutorial time.</p> <p>Compass + to be updated with all student unifrog activity once a month.</p> <p>CL to evaluate Unifrog usage stats for Termly Governors reporting cycle.</p>	Careers Lead			
	<p>Compass + training required for new Careers Lead and administrator.</p> <p>Gatsby BM4 – tutors to embed one subject related job role and LMI data once per half-term in SOW. Tutors to send these careers activity PPT slide(s) to Careers Lead.</p>	<p>Careers Lead</p> <p>Subject Leads</p>	To complete Compass+ training in 2023	<p>Conduct an evaluation on Compass+ once per half term to ensure Gatsby benchmarks are being met.</p> <p>Initiate intervention per term if there are identified gaps in meeting Gatsby benchmarks.</p> <p>Evaluate Compass+ results for inclusion in Governors reports per term</p>	<p>Compass+ is now operational.</p> <p>Gatsby Benchmark 4 and 6 to be addressed in first term commencing Jan 2024.</p>

Ensure that learner CEIAG records are integrated at transition from feeder school.	Careers Lead (check) Administrator (monitor, track and update)	All records must be up-to-date by end of first half-term by October 2024. Late enroller CIAEG records to be up-to-date by end of second half-term by end Nov 2024.	All student CIAEG records from their previous schools are up-to-date on HPS6F Compass+.	Careers lead to monitor progress once per half-term for the first term Sept-Dec 2024.
Review student journey through institution from on-boarding to transition into FE/HE or work. Report destination data in Governors reporting cycle in Jun 2024.	Career Lead & Administrator	All level KS4 & KS5 leavers course forms are completed and signed off by CL & Attendance	Update Compass+ with destination data for all KS4 & KS5 leavers. Governors report including destination data for June 2024 cycle.	KS4 destination data for academic year 2023-4 to be compiled. Administrator to contact KS4 students who have not reported next steps destination and update central destinations tracker. All KS4 & KS5 destinations data to be completed for 2023/24.

Objectives <i>"What are the problems you are trying to solve?"</i>	Actions, including CPD <i>"What would solve the problem?"</i>	Responsible <i>"Who is responsible for each action?"</i>	Time <i>"When do you aim to have this completed by?"</i>	Outcomes <i>"What would success look like?"</i>	Progress
Careers provision is not sufficiently bespoke to the individual aspirations and interests of students.	Tutors to track student's careers activities on Unifrog to identify gaps. Initiate intervention where there are gaps in engagement, with targeted support for SEND students. Careers Lead to run a report per half-	Tutors Careers Lead	Tutors to report to CL once per half-term. Careers Lead to share results from Unifrog with tutors once per half-term.	Teachers are up to date with their tutor group engagement with Unifrog. Careers Lead intervention and feedback promotes increase in Unifrog usage. Students are using Unifrog more actively to explore options, careers and LMI data. Students have built a profile and saved activities in their Unifrog lockers. Increase use of Unifrog so students can develop a more in depth understanding about the range of	Unifrog usage statistics were too low in last two terms during academic year 2023. Tutors to ensure there is a marked improvement in new academic year 2024-25.

	<p>term for tutors to feedback overall results and initiate actions where necessary.</p> <p>Sign up to ASK Apprenticeships or alternative apprenticeship provider.</p> <p>Request support from ASK contact in delivering information about apprenticeships and running a working in how to apply for apprenticeships. Support with small groups to complete applications.</p>	<p>ASK Apprenticeships contact.</p>		<p>employment sectors and create a personal careers profile.</p>	
	<p>Make use of East London careers hub network to increase number of meaningful encounters with employers and employees</p>	<p>Careers Lead Enterprise Coordinator Enterprise Advisor</p>	<p>Per term during academic year 2023-24.</p>	<p>At least 6 in-person speaker events across the year for KS4 & KS5</p> <p>A minimum of 2 university visits for KS5</p>	<p>Network with local FE & HE providers & employers in the Spring term and arrange dates for visits during Spring and Summer term and beyond.</p>

Support required to ensure employer engagement is in place for SEN students	Careers Lead Form Tutors HoY Careers Advisor	Spring Term priority	SEN students to receive	Work with Careers Hub to explore employer engagement/work experience opportunities for Level 2/3 students.
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Objectives <i>"What are the problems you are trying to solve?"</i>	Actions, including CPD <i>"What would solve the problem?"</i>	Responsible <i>"Who is responsible for each action?"</i>	Time <i>"When do you aim to have this completed by?"</i>	Outcomes <i>"What would success look like?"</i>	Progress
<p>Improve number of students completing work experience</p> <p>Build database of supportive work experience employers</p>	<p>Tutors to ensure all students in their group have completed a minimum of one-day's work experience with an employer by the end of the academic year 2025.</p> <p>Improve engagement with WEX placements within curriculum time.</p> <p>Careers Lead to run a WEX report</p>	<p>Careers Lead & Administrator</p> <p>Tutors</p> <p>Careers Lead</p>	<p>Monitor WEX engagement per term.</p>	<p>Increase in the number of WEX placements completed through evidence on Compass+ report.</p> <p>Meeting Gatsby Benchmark 6.</p>	<p>Increase the number of students engaging with WEX during Spring and Summer terms 2025.</p> <p>Match students with WEX opportunities they are interested in where possible.</p> <p>Continue to promote WEX placements through careers PSHE session.</p> <p>Feedback and celebrate good employer feedback on WEX placements.</p>

	identifying students who have not completed a WEX placement and feedback to tutors.				
	Source additional WEX placements, drawing on those who offered them in past	Careers Lead Enterprise Coordinator	By end of second term 2023	Have a database of WEX placements that can be filled during the first academic term, Sept-Dec 2024.	To monitor number of WEX placements completed successfully each term and include in Governors report.
	Work with employer networks to source one day a week placement that can take place within the curriculum on Mondays when students do not have face to face learning	Careers Lead Students may arrange WEX independently	To monitor each term.	Improved levels of student engagement with WEX.	To share WEX completion stats with tutors so they can monitor student activity and update Unifrog profiles.
Improve student and parent/carers understanding of Apprenticeships and other progression opportunities	To support students in applying for and being successful in gaining apprenticeships opportunities. Careers Lead to deliver CPD about apprenticeships, what they are, how	Careers Lead Enterprise Advisor Careers Advisor Tutors	Once per term.	Staff are confident in their understanding about apprenticeships. Students complete applications for Apprenticeships. Students secure suitable apprenticeships.	Students who are interested in Apprenticeships to discuss with tutors in the first instance. This information then forwarded to Careers Lead to arrange one-to-one support with application process with Careers Advisor.

	<p>they work, how to apply for them & stages of progression.</p> <p>Teachers to mention progression interests/aspirations at every parents evening.</p> <p>Careers Lead to hold an assembly during parents evening to provide information about progression options at transition stages.</p> <p>Have a focus on NCW and NAW in the new academic year.</p>				
<p>Improve student and parental awareness about options for students post-16 and post-18</p>	<p>Make use of opportunities via East London Careers Hub to:</p> <p>Provide meaningful encounters with apprenticeship</p>	<p>Careers Lead Tutors External providers</p>	<p>Once per term</p>	<p>Upload statement to website informing parents about careers.</p> <p>Hold a parents information evening.</p>	<p>Use methods of communication: website, twitter, promoted events such as National Careers Week, National Apprenticeship week, Virtual Careers Fairs & WEX opportunities.</p>

	<p>providers particularly highlighting the higher and degree apprenticeship offer</p> <p>Give students the opportunity to take part in meaningful HEI activities</p> <p>Careers Lead to hold an assembly once per term to remind students about progression opportunities.</p> <p>Careers Lead to arrange external provider speaker events across the year.</p>				
Limited LMI content/integration of career learning in curriculum	<p>Once per half-term, teachers must signpost and make explicit the work-related skills that students are developing in their subject.</p> <p>Teachers to forward the PPT slide(s) to Careers Lead to save in careers shared drive.</p>	<p>Careers Leader (monitor and check)</p> <p>Curriculum leaders (operationalise this outcome)</p>	Once per half-term	<p>Improved, explicit reference to work-related skills gained on vocational programme.</p> <p>Explicit reference to careers available in specific sectors.</p> <p>Focus weeks- STEM focus during science week and maths month.</p> <p>Opportunities for subjects to undertake project briefs from a professional.</p>	<p>Teachers have received whole staff training about GB4 careers in the curriculum.</p> <p>Teachers have access to Start Platform/Unifrog/ LMIforall.</p> <p>Students can look at LMI specific information relevant to their subject areas.</p> <p>Subject teachers to embed weekly skillsbuilder activity into lesson planning.</p>

	<p>Teachers to address Benchmark 4 to be embedded in SOW once per half-term to identify and make explicit vocational learning and links to labour market opportunities, to include signposting access to accurate LMI via Start Platform/Unifrog/LMIforall</p> <p>Each subject curriculum lead to produce display material with explicit focus on 'professional work skills', highlighting transferrable employability skills being developed on the specific vocational pathway.</p> <p>Deliver a CPD session on Skillsbuilder in first half-term.</p> <p>To enhance the current offer by</p>				
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	linking employers with key curriculum areas. This will sustain employer engagement.				
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