



**Worcestershire Careers Hub  
Member School**



# **CHADSGROVE SCHOOL CAREERS AND PREPARING FOR ADULTHOOD STRATEGY AND ACTION PLAN September 2024- August 2025**

**Chadsgrove School is an active member of the Worcestershire  
Careers Hub and supports the development of Worcestershire's  
Future Workforce through the Worcestershire  
Enterprise Adviser Network**





# **CHADSGROVE SCHOOL CAREERS AND PREPARING FOR ADULTHOOD STRATEGY**

<b>Contents</b>	
<b>Vision, Purpose and Aims</b>	<b>3</b>
<b>Strategic Careers Leader</b>	<b>4</b>
<b>Our Careers Team</b>	<b>4</b>
<b>Our Enterprise Advisers</b>	<b>5</b>
<b>Current Position at Chadsgrove School</b>	<b>6</b>
<b>Careers Partnerships</b>	<b>9</b>
<b>Our Objectives</b>	<b>10</b>
<b>Promotion of Careers Related Activities</b>	<b>12</b>
<b>Our Action Plan</b>	<b>13</b>
<b>Action Plan 2024-2025</b>	<b>17</b>
<b>Useful links / Resources</b>	<b>17</b>



# CHADSGROVE SCHOOL CAREERS STRATEGY

## Vision

To support and engage every pupil to understand and develop their future pathway and to confidently raise and achieve their aspirations, enabling them to become integrated members of society and their local community.

## Purpose and Aims

Chadsgrove School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

Chadsgrove School has already established a range of effective careers guidance activities which we hope will guide and support our pupils to achieve positive destinations such as Further Education, Supported Internships, Apprenticeships, Employment or Social Care Settings.

This careers strategy sets out Chadsgrove Schools key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the community.

The School will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's careers strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA), a wide range of local employers and social care provisions.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people, their families and supporting professionals are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about life beyond education, qualifications and career pathways which will enable them to achieve their aspirations and goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their education. Careers planning and activities will therefore take place across classes 8LS to P15 using a person centered approach to ensure activities are appropriate and meaningful, and being guided by the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.



## **Strategic Careers Leader**

As set out within the Department for Education's Careers Strategy Chadsgrove School is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a School meet our mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmarks.

Bec Gayden undertakes this role. Bec with the support of the careers lead and careers coordinator will provide both the Headteacher and the Board of Governors with regular updates on our progress. The careers team will work closely and will liaise with the Worcestershire LEP delivery team, our assigned Enterprise Advisers and local employers to ensure we deliver this strategy.

## **Our Careers Team**

- Shirley Webb – School Governor for Careers
- Martin Lorimer – Enterprise Advisor
- Bec Gayden – Senior Leadership Team Representative for Careers
- Val Harley – Careers Lead
- Chloe McGeown - Careers and Preparing for Adulthood Coordinator
- All teachers across the whole school



## Our Enterprise Advisers

Through the Worcestershire LEAs Enterprise Adviser Network, Chadsgrove School are delighted to have been assigned two designated enterprise advisers.

Martin Lorimer and Shirley Webb will be supporting our careers team to assist us to facilitate careers related activities which will help us achieve Gatsby Benchmarks 5 and 6. In addition, Martin and Shirley will become proactive members of the Chadsgrove Careers Team to help us achieve and maintain Gatsby Benchmark 1.



Shirley is the County Councillor for Worcestershire County Council, and District Councillor for Bromsgrove District Council, Catshill South. She believes that Children are our future and should be given every opportunity to fulfil their goals and dreams. She is passionate about children and young adults being given opportunities and experience in real workplaces, whilst ensuring equality for all.



Martin is a retired NVQ Level 6 CIAG who spent 20 years offering careers guidance in a variety of settings. His most recent employment was as a Disability Employment Adviser. He has worked with Training Providers and schools, including both mainstream and special educational needs settings. Martin has experience as a work placement co-ordinator, retail course program manager, NVQ Assessor, and health and safety officer. His hobbies include gardening, walking and reading.



## Current Position at Chadsgrove School

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through School:

**8LS/9US/10US/11US** (This typically includes pupils from across years 6 -11)

<b>Pre Formal Pathway</b>	<b>Semi Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise “Whole school challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Development of Pupil Passports</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise “Whole school challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Employer encounters across curriculum lessons</li> <li>• Development of Pupil Passports</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise “Whole school challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development of Pupil Passports</li> <li>• Careers guidance – Classroom discussions</li> </ul>
<b>Impact</b>		
<ul style="list-style-type: none"> <li>• Exposing pupils to the community gives them a sense of belonging</li> <li>• Exposing pupils to a variety of work places will ensure they make informed choices about their future</li> <li>• Pupil understanding about their pathway to adulthood enables them to make informed choices about their future</li> <li>• Supporting parents to think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> </ul>		



**12US/P13** (This typically includes pupils from across years 10 -14)

<b>Semi-Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• FE, specialist FE provider trips</li> <li>• Careers guidance– Classroom discussions</li> <li>• Business enterprise “whole school challenge”</li> <li>• 1:1 careers guidance (where appropriate)</li> <li>• Community projects</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development of Pupil Passports</li> <li>• Vocational experiences</li> <li>• Active citizenship opportunities</li> <li>• Careers fairs/show trips</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• FE, specialist FE and social care provider trips</li> <li>• Careers guidance– Classroom discussions</li> <li>• Business enterprise “Whole school challenge”</li> <li>• 1:1 careers guidance (where appropriate)</li> <li>• Community Projects</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development of CV’s</li> <li>• In-house/external work experience</li> <li>• Careers fairs/show trips</li> </ul>
<b>Impact</b>	
<ul style="list-style-type: none"> <li>• Pupils make informed choices about their future</li> <li>• Parent Carers are proactive with their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> <li>• Pupils become independent thinkers</li> <li>• Meaningful interactions with professionals from various industries</li> <li>• Pupils feel confident making choices about their Post-16 destinations</li> </ul>	



**P14/P15** (This typically include pupils from across years 12-14)

<b>Pre Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise “Whole school challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Business Enterprise</li> <li>• FE and adult social care provider visits</li> <li>• Development of Pupil Passports</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, workplace, and curriculum specific trips</li> <li>• Business enterprise “Whole school challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Vocational learning sessions</li> <li>• Careers guidance – Classroom discussions</li> <li>• 1:1 careers guidance with a Careers advisor</li> <li>• Mock interviews</li> <li>• Business enterprise</li> <li>• Charity fundraising</li> <li>• FE provider visits</li> <li>• Development of CV’s</li> <li>• Internal/External work experience</li> <li>• Careers fairs/show trips</li> </ul>
<b>Impact</b>	
<ul style="list-style-type: none"> <li>• Parent Carers feel confident making choices about their son/daughters Post-19 destinations</li> <li>• Pupils transition to the most appropriate post-19 social care or educational provision</li> <li>• Pupils understand the range of opportunities available to them</li> <li>• Pupils are active members of their community</li> <li>• Pupils have a better understanding of the difference between a General Further Education College, Social Care Provider, Specialist College and Work Based Courses</li> <li>• Where appropriate pupils will have had a meaningful interaction with professionals from across various industries</li> <li>• Pupils understand and demonstrate their professionalism in lessons and around school</li> <li>• Where appropriate pupils can independently and confidently research course and job requirements</li> </ul>	





## Careers Partnerships

### Teaching staff contribute to the delivery of careers guidance through:

- Providing advice and discussion opportunities to pupils
- Organising and supporting school visits
- Planning, delivering and supporting career exploration during curriculum lessons
- Organising and supporting educational and adult social care visits
- Planning and delivering cross curricular activities
- Providing information to the Chadsgrove Careers Team about how they have linked their subjects/topics to careers development
- Planning the delivery of soft skills into their lessons to support pupil development
- Providing feedback about Preparing for Adulthood and Careers to support development of current practice

### Local Provisions contribute to the delivery of careers guidance through:

- Offering pupils appropriate life beyond education experiences
- Science, Technology, Engineering and Maths (STEM) workshops
- Offering visits to pupils with a range of needs
- Providing volunteer and community inclusion opportunities
- Enabling employer encounters and engagements
- Attending our life beyond school event
- Providing feedback about Preparing for Adulthood and Careers to support development of current practice

### Parents contribute to the delivery of careers guidance through:

- Arranging and attending educational and social care visits
- Attending Parent Carer events
- Attending life beyond school events
- Inclusion in discussions with Chadsgrove School Careers Team
- Completing Preparing for Adulthood feedback questionnaires to support development of current practice
- Attending Annual EHCP reviews
- Where appropriate, advocating for their child

### Partnership Arrangements

Worcestershire Careers Hub	Worcestershire Local Enterprise Partnership	Further Education Providers	Local Community Groups
Alumni and Parents	Catshill District Council	Specialist Colleges	Local Businesses



## **Our Objectives**

### **Gatsby Benchmarks**

In line with the Department for Education's careers strategy, Chadsgrove School aims to fulfil the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at the core of good careers and enterprise provision:

1. A 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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **1. A Stable Careers Programme**

- Ensure individuals with the right skills and experience deliver the careers programme
- Facilitate, where appropriate, qualified careers professionals to offer advice and guidance to pupils and families
- Enable pupils to have an understanding of the full range of opportunities available to them
- Pupils are supported to develop the skills required to be less dependent in adulthood
- Where appropriate, staff organise encounters of a work environment
- Ensure pupils have opportunities to explore and encounter meaningful activity centres or work related social care providers
- Support smooth transitions into each pupils next destination
- Continue to develop a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs
- Ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the Board of Governors
- Ensure there is a clear focus on the activities for pupils it is deemed relevant and appropriate which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers and where appropriate parent carers.
- Maintain high quality careers provision endorsed by the Careers and Enterprise Company and review the improvement of our programme by using the Compass Evaluation and Compass Careers Dashboard tools.



## **2. Learning from Career and Labour Market Information**

- Encourage and increase the use of online careers tools and packages across all year groups (where appropriate).
- Work with our own careers team, key partners, stakeholders, local and national professional bodies.
- Utilise and support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given.
- Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- Where appropriate, promote the values of labour market information to Parents Carers
- Where appropriate, investigate careers and opportunities in learning, work, apprenticeships, internships and how these meet the local and national priorities.

## **3. Addressing the Needs of the Pupil**

- Develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives
- Develop systems to support pupils to keep track of their own journey, record and access the advice they require and monitor the agreed actions and next steps
- Ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender
- Ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies
- Ensure that careers guidance for all our learners is adapted, based on high aspirations and has a personalised approach
- Ensure that careers guidance is based on the pupils own aspirations, abilities and needs

## **4. Linking Curriculum Learning to Careers**

- Ensure that teachers across school support the delivery of careers and preparing for adulthood education and link the content of the curriculum with careers
- Integrate national initiatives and project opportunities alongside the curriculum to enhance the range of careers related activity taking place within school. For example Young Enterprise.
- Ensure that careers related activities are embedded throughout the school year

## **5. Encounters with Employers and Employees**

- Ensure that the pupils in the formal pathway receive opportunities for meaningful encounters with employers during each school year
- Organise a range of appropriate and relevant activities to be conducted within school with the support of local employers
- Ensure that pupils on the formal pathway have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- Enable learners on the formal pathway to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment



## **6. Experiences of the Workplace**

- Where appropriate, ensure that pupils on the formal pathway receive relevant and meaningful experience of a workplace
- Enable pupils to gain more of an understanding of the world of work through in internal and external (where appropriate) work opportunities
- Strengthen our links with local employers and support our Enterprise Advisers to facilitate careers related activity within school

## **7. Encounters with Further Education and Life Beyond Education Provisions**

- Where possible, ensure all pupils receives at least 3 meaningful encounters with FE Colleges, specialist FE Colleges and/or social care providers by year 13
- Where appropriate, ensure all pupils on the formal pathway have been provided with information about supported internships and apprenticeships

## **8. Personal Guidance**

- Ensure all pupils, where appropriate, have had careers guidance with a professional and impartial careers adviser by the end of year 10 and again by the end of year 13
- Ensure all pupils, where appropriate, have had careers discussions with a trusted member of staff by the end of year 10 and again by the end of year 13
- Ensure all Parent Carers discuss preparing for adulthood as part of the EHCP annual review process from year 9 onwards

## **Promotion of Careers Related Activities**

Chadsgrove School will encourage the promotion of all careers related activity which takes place within the school through the creation of case studies and will share this through the school website and newsletters.

This careers strategy document will be placed on the school website.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company and demonstrate that the activity taking place within our school meets the requirements set out within the Department of Education's Careers strategy.



## Action Plan 2024-2025

Class/Phase/Year	Activity Description	Covering Benchmark	<b>RAG</b> Status
<b>Autumn Term 2024</b>			
Post 16 Formal	Work Experience -Transferrable Skills for Employment Opportunities for pupils to select work experience placement at the following: <ul style="list-style-type: none"> <li>- Cozy Café (Hospitality focus)</li> <li>- Print Shop (Business focus)</li> <li>- Bespoke work experience where appropriate</li> </ul>	1 4 5 6	
9US	Independent living skills - Personal Care	1 4	
4 Pupils	Work Experience - Worcestershire Life Beyond School Refreshment Stall	1 6 5	
12US	Work Experience – Cozy Café	1 4 5 6	
P14	Young Enterprise	1 2 4 5 6	
Post 16 Semi-formal	Vocational Learning (OCR) Developing skills for the workplace: Following instructions	1 4 6	
Post 16 Semi-formal	Work Experience - Transferrable Skills for Life Opportunities for pupils to experience work activities at the following: <ul style="list-style-type: none"> <li>- Cozy Café</li> <li>- Mini – Enterprise</li> </ul>	1 3 4 5 6	
Post 16 Formal	Independent Living Skills (OCR) <ul style="list-style-type: none"> <li>- Cleaning, washing, drying and storage (E2)</li> <li>- Household cleaning (E3)</li> </ul>	1 4 6	
Post 16 Semi-formal	Independent Living Skills (OCR) <ul style="list-style-type: none"> <li>- Selecting and using cooking equipment (E1)</li> <li>- Following a simple recipe (E2)</li> </ul>	1 4	
Post 16 Formal	Community and Travel Training (OCR) <ul style="list-style-type: none"> <li>- Finding your way around an unfamiliar area (E2)</li> <li>- Personal safety in the home and community (E3)</li> </ul>	1 4 6	
Post 16 Semi-formal	Community and Travel Training (OCR) <ul style="list-style-type: none"> <li>-Travel within the community: going places (E1)</li> <li>-Finding your way around an unfamiliar area (E2)</li> </ul>	1 4	
P14 & P13	Link project with Chadsgrove Educational Trust	1 4 7	
P13 & P15	Where Next? visit	1 4 6	
12US & Post 16	Business Enterprise Club	1 3 4	
12US	Worcestershire Sixway's Life Beyond School Event	1 2 3 5 7	
Post 16 Formal	Planning for My Future <ul style="list-style-type: none"> <li>- Study Planners, Personal targets, Tutorials</li> </ul>	1 3 4	
Post 16 Semi-formal	Planning for My Future <ul style="list-style-type: none"> <li>- Develop employability, teamwork, leadership skills, flexibility and resilience</li> </ul>	1 3 4 6	



	- OCR Developing skills for the workplace: Following instructions (E1)		
Year 10, 11, 13 and identified early school leavers	1:1 Guidance Interviews	3 8	
Post 16	Self Development (AQA Realising Potential) - Art - Music - Hair & Beauty		

Class/Phase/Year	Activity Description	Covering Benchmark	RAG Status
<b>Spring Term 2025</b>			
12US	Work Experience – Cozy Café	1 4 5 6	
P14	Young Enterprise	1 2 4 5 6	
Post 16 Semi-formal	Vocational Learning (OCR) - Developing skills for the workplace: Following instructions	1 4 6	
Post 16 Formal	Work Experience -Transferrable Skills for Employment Opportunities for pupils to select work experience placement at the following: - Cozy Café (Hospitality focus) - Print Shop (Business focus) - Bespoke work experience where appropriate	1 4 5 6	
Post 16 Semi-Formal	Work Experience - Transferrable Skills for Life Opportunities for pupils to experience work activities at the following: - Cozy Café - Mini – Enterprise	1 4 5 6	
Post 16 Formal	Independent Living Skills (OCR) - Following a simple recipe (E2) - Basic food preparation (E3)	1 4	
Post 16 Semi-formal	Independent Living Skills (OCR) - Participating in carrying out household tasks (E1) - Cleaning, washing, drying and storage (E2)	1 4	
Post 16 Formal	Workplace Visits/EDI (OCR) -Introduction to health and safety at work (E2) -Health and safety procedures at work (E3) -Introduction to diversity, prejudice and discrimination (E3)	1 4 6	
Post 16 Semi-formal	Workplace Visits/EDI (OCR) -Developing ILS: keeping safe (E1) -Introduction to health and safety at work (E2)	1 4 6	
12US and Post 16	Business Enterprise Club	1 3 4	
Post 16 Formal	Planning My Future	1 3 4	



Post 16 Formal	Planning My Future	1 3 4	
Year 14 and 12	1:1 Guidance Interviews	3 8	
Post 16	Self Development (AQA Realising Potential) - Art - Music - Hair & Beauty	3 4	



Class/Phase/Year	Activity Description	Covering Benchmark	RAG Status
<b>Summer Term 2025</b>			
12US	Work Experience – Cozy café	1 4 5 6	
P14	Young Enterprise	1 2 4 5 6	
Year 7-15	Chadsgrove Life Beyond School Event	1 2 5 8 7	
Whole School	Business Enterprise Challenge “£10 Challenge”	1 3 4 5 6	
Post 16 Formal	Business Enterprise Project	1 3 4	
Post 16 Formal & Semi-Formal	Developing organisational skills		
Post 16 Formal	Work Experience -Transferrable Skills for Employment Opportunities for pupils to select work experience placement at the following: <ul style="list-style-type: none"> <li>- Cozy Café (Hospitality focus)</li> <li>- Print Shop (Business focus)</li> <li>- Bespoke work experience where appropriate</li> </ul>	1 3 4 5 6	
Post 16 Semi-formal	Work Experience - Transferrable Skills for Life Opportunities for pupils to experience work activities at the following: <ul style="list-style-type: none"> <li>- Cozy Café</li> <li>- Mini – Enterprise</li> </ul>	1 4 6	
Post 16 Semi-formal	Citizenships (AQA Unit Award Scheme) -117448 Teamwork -119246 Realising potential: Teamwork -116924 Leadership: Understanding emotions	1 4	
Post 16 Semi-formal	Speaking and listening Developing Communication Skills	1 4	
Post 16 Formal Semi-formal	Next Destination Visits	1 3 4 6	
Post 16 Formal Semi-formal	Volunteering within the community	1 4 6	
11US 12US	Living in the Wider World Developing employability, team work, leadership skills, flexibility and resilience	1 4	
12US & Post 16	Business Enterprise Club	1 3 4	
Post 16 formal	Business Enterprise Study Planners, Personal Targets, Tutorials	1 3 4	
Whole School	Inclusive Careers Week	1 4 5	
Identified pupils	Catch up Guidance Interviews	3 8	
Post 16	Self Development (AQA Realising Potential) <ul style="list-style-type: none"> <li>- Art</li> <li>- Music</li> <li>- Hair &amp; Beauty</li> </ul>	3 4	





## **Action Plan 2025/2026**

- Further develop and widen our network of meaningful stakeholders to broaden and enhance student opportunities.
- Strengthen the careers team through training and networking opportunities
- Further develop tracking systems for careers related activity across years 7-14 facilitating compass plus where appropriate

### **Useful links / Resources**

The Careers Enterprise Company	<a href="https://www.careersandenterprise.co.uk/">https://www.careersandenterprise.co.uk/</a>
Gatsby Foundation	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">http://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>
Post 16 Skills Plan	<a href="https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education">https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education</a>
Department of Education Careers Strategy	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf</a>
Skills For Worcestershire	<a href="http://www.skills4worcestershire.co.uk/">http://www.skills4worcestershire.co.uk/</a>
Government Careers Strategy December 2017	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a>
National Careers Service	<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>
Worcestershire Local Enterprise Partnership	<a href="http://www.wlep.co.uk/">http://www.wlep.co.uk/</a>
Worcestershire Apprenticeships	<a href="http://worcsapprenticeships.org.uk/">http://worcsapprenticeships.org.uk/</a>
HOW College	<a href="http://www.howcollege.ac.uk/">http://www.howcollege.ac.uk/</a>
Kidderminster College	<a href="http://kidderminster.ac.uk/">http://kidderminster.ac.uk/</a>
Warwickshire College Group	<a href="https://wcg.ac.uk/page/1/home">https://wcg.ac.uk/page/1/home</a>