**Building a Stable and Progressive Careers Programme**

**A stable careers programme should be:**

* Progressive
* Inclusive
* Planned for intent
* Informed by data and evaluation

This guide will support you to build and present a progressive careers programme that scaffolds and allows you to measure what students need to know, understand and be able to do to find their best next step.

**For more information, please access the following resource and support:**

* Building a Strategic Careers Plan [Guidance Document](https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-1-module-1-creating-strategic-careers-plan) and CPD
* [Future Skills Questionnaire](https://www.careersandenterprise.co.uk/media/cmrkm4xc/1448_fsqdevelopmentreport_v7.pdf)
* [New Career Development Framework (thecdi.net)](https://www.thecdi.net/New-Career-Development-Framework)
* [The Skills Builder Partnership](https://www.skillsbuilder.org/)
* [Journey/roadmap | CEC Resource Directory (careersandenterprise.co.uk)](https://resources.careersandenterprise.co.uk/resources/journeyroadmap)

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| **Planning for Impact** |
| **What is the vision for careers or for your school, special school or college?*** What is the vision of your school, special school or college?
* What are the core values of your school, special school or college?
* How can vision for careers be aligned to the vision and values of your school, special school or college?
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| **What are your priority areas for focus from a review of your provision (**[**SOAR**](https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-1-module-1-creating-strategic-careers-plan)**)?*** Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance
* Reviewing Impact Evidence: Feedback, Careers Skills & Knowledge ([Future Skills Questionnaire),](https://www.careersandenterprise.co.uk/media/cmrkm4xc/1448_fsqdevelopmentreport_v7.pdf) Education Engagement and Destinations Data
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| **What are priority elements/outcomes for your students from the** [**New Career Development Framework (thecdi.net)**](https://www.thecdi.net/New-Career-Development-Framework)**?**Grow throughout Life, Explore Possibilities, Balance Life and Work, Manage Careers, Create Opportunities, See Bigger Picture |
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| **Which key** [**essential skills**](https://www.skillsbuilder.org/) **do you want students to develop?**Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership, Teamwork |
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The CDI provide a range of audit/planning documents, which can be accessed [here](https://www.thecdi.net/New-Career-Development-Framework) or you can build your own progressive careers programme using the following template:

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| **KS3** |
| Learning OutcomeRefer to [New Career Development Framework (thecdi.net)](https://www.thecdi.net/New-Career-Development-Framework) for support in identifying key Learning Outcomes  | Activities which meet outcome across the curriculum | Activities which meet outcome through careers / PSHE time | Tutor time activities which meet the outcome | Events/Interventions which meet the outcome |
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| **KS4** |
| Learning OutcomeRefer to [New Career Development Framework (thecdi.net)](https://www.thecdi.net/New-Career-Development-Framework) for support in identifying key Learning Outcomes | Activities which meet outcome across the curriculum | Activities which meet outcome through careers / PSHE time | Tutor time activities which meet the outcome | Events/Interventions which meet the outcome |
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| **KS5** |
| Learning OutcomeRefer to [New Career Development Framework (thecdi.net)](https://www.thecdi.net/New-Career-Development-Framework) for support in identifying key Learning Outcomes | Activities which meet outcome across the curriculum | Activities which meet outcome through careers / PSHE time | Tutor time activities which meet the outcome | Events/Interventions which meet the outcome |
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**Presenting your Programme**

Consider the information that different stakeholders might need,
which format would be most appropriate and how often you would need to update each group:

* Students, Parents/Carers, Staff, SLT, Governors, Employers/Partners
* Formal Progress Report
* Update Presentation
* Bulletins
* Progressive Programme Overview
* Presentation of Progressive Programme Overview

Access [templates](https://resources.careersandenterprise.co.uk/resources/journeyroadmap) from our Resource Directory to present an overview of your progressive careers program

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