

Strategic My Future Plan - Heltwate School 2023-2025

The aim of the Heltwate strategic My Future plan is to enable the Careers Leader to implement a progressive career programme, which:

- is aligned to the school priorities
- meets the needs of 'each & every' student
- tracks the impact of My Future provision across the school
- Provides a range of experiences and opportunities for all pupils and students

The Strategic Careers Plan, first conceptualised by Teach First in 2017, will be your 'manual' for how to achieve your strategic objectives. It will include timeframes, responsibilities, and evaluation plans. It will contain all the information needed to lead improvements in careers provision so that if you as Careers Leader were to leave, it could form a comprehensive handover document for any successor.

This format follows the Teach First Strategic Careers Plan concept and includes:

- Vision
- Current state
- Key strategic objectives (student-centred and measurable)
- Action plan to achieve objectives'



Vision

Comments from stakeholders in 2023.

<p>SLT Comments:</p>	<p>Growth Works Comments: Alvina Morey, Senior Enterprise Co-ordinator from GrowthWorks: Many, many thanks for your time this morning. Please also thank Louise too as you both shared so much information of a very high quality.</p> <p>It was a delight to visit Heltwate School, to hear and see all that you are undertaking to give your students the very best opportunities possible as they prepare for their transition to the next phase of their lives, be it Sixth Form, college or another suitable provision to meet their needs.</p> <p>I was particularly interested to learn about the 'My Future' programme, how the concept has been developed from the CDI Primary School framework and how it has been embedded across your whole curriculum, demonstrating a whole school commitment to supporting every young person in achieving their best outcome. The example of World Book Day, encouraging engagement with so many employers, in so many ways is truly a testament to the creative way in which you are approaching careers / work related learning at Heltwate.</p> <p>It is an exemplary programme and most impressive by the way your documentation records every aspect of the young person's engagement whilst they are with you. Simply brilliant!!!</p>	<p>Enterprise Adviser Comments: Alvina Morey from Growth Works made the following comments about the Policy for Heltwate School: <i>I have read your updated careers policy several times and it is an exceptional document. I read many similar documents and this really is an excellent careers policy.</i></p> <p><i>I personally could not see anything that could be added.</i></p> <p><i>You have a wonderful careers programme for your students and we will try our very best to increase employer engagement in Peterborough which I hope will bring opportunities for all going forward.</i></p>
<p>Parent Voice Comments: I was a bit confused early on about which year he was actually leaving St George's but that was sorted after a chat to his teacher, that could be clearer. A clearer idea of what he actually enjoyed in school so that could guide me on a course choice. (Feedback from July 22)</p>	<p>Student Voice Comments: <i>, I personally think that it was all great considering it was during a pandemic but with it not being a pandemic I think that they could have parents more involved with the transition with there being meetings about it so all parents would get to ask questions and have them answered as well having all the info provided there for them as well.</i></p> <p><i>the transition into college was very helpful for me and helped me very much getting the confidence I needed to go to college with</i></p>	<p>Staff Voice Comments: 'Careers really needs to be linked to understanding people's roles in the community around them. Some work experience or role play would be a good idea as it develops the communication skills for pupils and may embed an understanding of work for some of our pupils.'</p> <p>Learning about different careers, develop skills in money, community, cooking Etc work experience</p> <p>Working towards their dreams and aspirations.</p>

	Supporting them to become as independent as possible to go into the outside world
Vision Statement/Values:	
<p>We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers and futures, whatever this may look like for them. At Heltwate School, we are committed to supporting our young people, their families and employers in facilitating learners' journeys from education into a future destination or pathway, where appropriate, to give them independence and confidence in their abilities.</p>	
Vision for Careers Provision Ideas:	
<p>Careers Provision that incorporates a diverse and inclusive range of opportunities, experiences and interactions linked to the development of children and students as well as the world of work across the whole school Curriculum Pathways to provide careers related learning. Student experiences are tracked and evidenced (on Earwig).</p> <p>To increase pupil and student awareness of and exposure to opportunities in preparation for a meaningful future and life beyond Heltwate school.</p> <p>To support families to find and access the information and support they need for their child to widen their future horizons.</p>	
Vision for My Future Provision Statement:	
<p>To challenge stereotypes, remove barriers and increase opportunities and support for students.</p> <p>To provide a range of diverse options and pathways through exposure to a breadth of experiences and guidance which will develop their confidence, awareness, and understanding.</p> <p>To develop positivity and empower and enable students to remain aspirational about their future.</p>	

Reviewing Current Provision

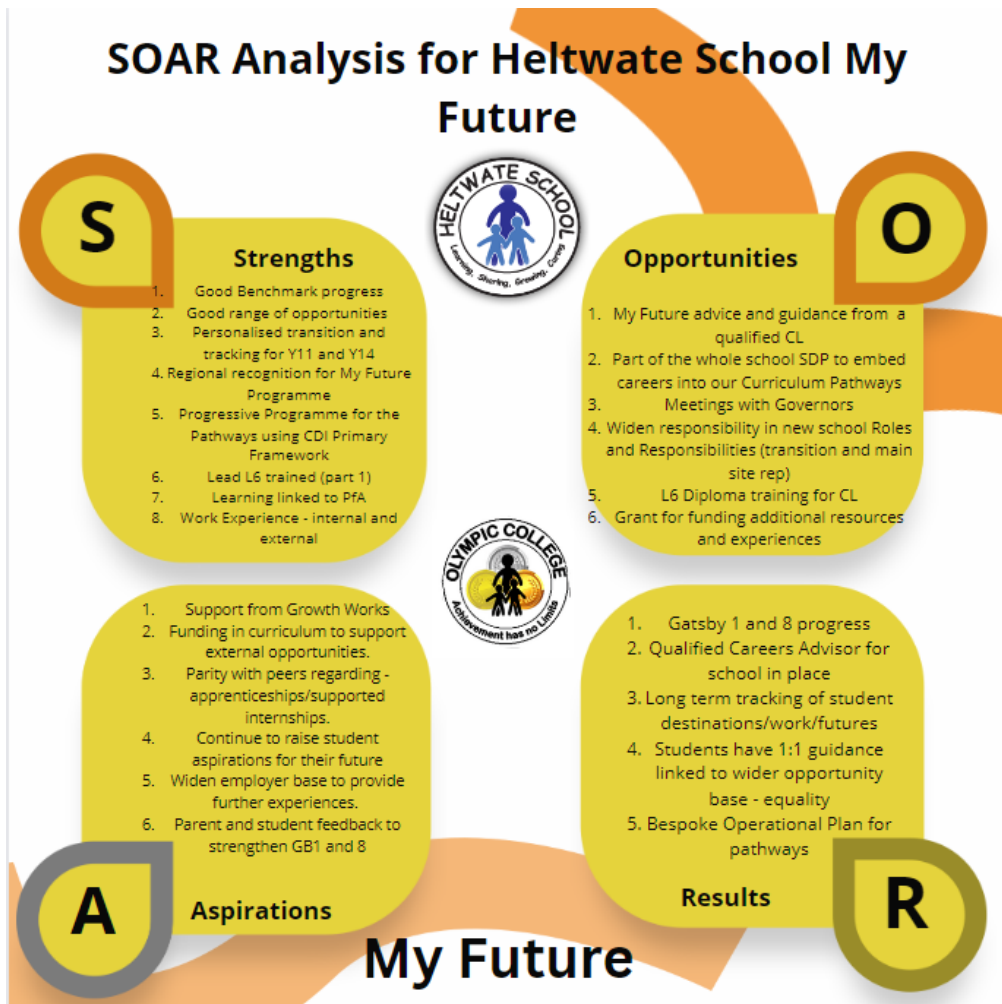
Review the current provision of your school, special school, or college’s careers provision through:

- Completing Compass.
- Carrying out a SOAR analysis (looking at its existing Strengths, Opportunities, Aspirations and Results).
- Local context: LMI, growth sectors, support for SEND in the region through Growthworks, Form the Future and other organisations.
- Collecting and Reviewing Evidence, including Feedback, Careers Knowledge & Skills, Education Engagement and Destinations Data.
- Carrying out an evaluation of the My Future provision at Heltwate School.

Previous Compass Scores:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Benchmark/Audit Date</th> <th style="padding: 5px;">7/7/2022</th> <th style="padding: 5px;">21/12/22</th> <th style="padding: 5px;">27/3/23</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A stable careers programme</td> <td style="padding: 5px;">88%</td> <td style="padding: 5px;">88%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Learning from career and labour market information</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Addressing the needs of each pupil</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">81%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Linking learning to careers</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">93%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Encounters with employers and employees</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Experience of workplaces</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Encounters with further and higher education</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">43%</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Personal guidance</td> <td style="padding: 5px;">0%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100% </td> </tr> </tbody> </table>	Benchmark/Audit Date	7/7/2022	21/12/22	27/3/23	A stable careers programme	88%	88%	100%	Learning from career and labour market information	100%	100%	100%	Addressing the needs of each pupil	100%	81%	100%	Linking learning to careers	100%	93%	100%	Encounters with employers and employees	100%	100%	100%	Experience of workplaces	100%	100%	100%	Encounters with further and higher education	100%	43%	100%	Personal guidance	0%	100%	100%
Benchmark/Audit Date	7/7/2022	21/12/22	27/3/23																																		
A stable careers programme	88%	88%	100%																																		
Learning from career and labour market information	100%	100%	100%																																		
Addressing the needs of each pupil	100%	81%	100%																																		
Linking learning to careers	100%	93%	100%																																		
Encounters with employers and employees	100%	100%	100%																																		
Experience of workplaces	100%	100%	100%																																		
Encounters with further and higher education	100%	43%	100%																																		
Personal guidance	0%	100%	100%																																		
Compass - Current Compass Score:	The Gatsby Audit for March 2023 shows significant developments. This was carried out with the Enterprise Coordinator, Mel Sanderson. She was in agreement with the conclusions made against the evidence we have in school. See https://docs.google.com/document/d/18-5KwFXrJyKhmcAA5biC3wa8odyl1Mee0jSBEEPGfjY/edit July 17th 2023 - 100% across each Benchmark.																																				
Compass - Priority Benchmarks:	September 2023 The priority benchmark going forward is for SE to gain the full Level 6 Qualification so that the school is compliant with someone to give advice to students to meet Benchmark 8																																				
LMI - Local and Regional Context:	This is difficult to apply to students in our setting. We work with our Enterprise Co-ordinator to find opportunities in the local area																																				

Stepping On: OC/ROC KS5	Discover @StG Crimson Ruby	Discover @Heltwate Orange/Indigo	Develop KS2: Pink, Magenta KS3: Copper, Amber, Scarlet	Explore KS1: Lilac KS2: Emerald, Green, Lime KS2/3: Aqua, Turquoise	Engage KS2 KS1: Lavender, Blue KS2: Violet, Purple, Navy, Sapphire KS3: Yellow	Engage KS1/EYFS Olive
<p>ILPs All pupils and students have 'My Dreams and Aspirations' on ILPs. From the moment pupils and students start Heltwate the aim is to prepare them for their future and become as independent as they possibly can. Skill development identified for pupils and students All ILP's will have Gatsby Benchmark 3 and 4 added to them</p>						
<p>EHCP Outcomes are related to or link to dreams and aspirations or PfA Outcomes. Focus on skill development relevant to student's needs.</p>						
Careers questions at EHCP review PfA outcomes	Careers questions at EHCP review PfA outcomes	Careers questions at EHCP review PfA outcomes	Careers questions at EHCP review PfA outcomes	Include discussion 'looking ahead'	Include discussion 'looking ahead'	Include discussion 'looking ahead'
<p>Preparing for Adulthood Earwig records tagged with 'Careers' and 'Gatsby Benchmarks' to highlight provision in the Curriculum Pathways.</p>				<p>Evidence added to Earwig and tagged using 'Careers' (or Gatsby where relevant) to highlight provision or experiences in the Curriculum Pathways.</p>		
Vocational Profile completed for transition to college Enterprise work	Vocational Profile formalised Work Experience	Vocational Profile (started with evidence on Earwig through the curriculum learning) Career related learning - trips/visits		Evidence added on Earwig linked to Dreams and aspirations, pupil experiences, EHCP outcomes through ILPs Whole school events and trips		
Vocational profile from Earwig records Transition Powerpoint	Use tags on Earwig My Future Dreams and Aspirations Vocational Profile Transition Powerpoint	Use tags on Earwig My Future Dreams and Aspirations PfA	Use tags on Earwig My Future Dreams and Aspirations PfA	Use tags on Earwig My Future Dreams and Aspirations	Use tags on Earwig My Future Dreams and Aspirations	Use tags on Earwig My Future Dreams and Aspirations
<p>PROGRESSION</p>						

Strength of Careers Provision SOAR



Consider:

- Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers.
- 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 Evidence: Feedback, Careers Skills & Knowledge, Education Engagement and Destinations Data.

**Key priority/action areas from SOAR and Compass Audit July 23:
Embed My Future across the Pathways**

- Gather feedback and analyse responses to inform the strategic plan for 2022-2023
- Complete L6 Diploma in Careers Leader training (Oct-Oct)
- CPD for staff in Curriculum Pathways that cover Y7 – Y9 - using the Operational Plan for their Pathway
- Develop robust evidence on Earwig to monitor and track provision in line with the Gatsby requirements using the Operational Plan

From the School Development Plan:

Leadership and Management

LM1- HT to lead of whole school well-being by promoting a healthy work life balance for all staff

LM2- Further strengthening/ promote Governor presence in the school.

LM3- Strengthen leadership team to better meet the needs of the school.

LM4- Review induction process for new members of staff

LM5- Review Safeguarding procedures in line with changing cohort and multiple sites

LM6- Ensure Financial stability through 3-year budget planning

Quality of Education

QE1- To develop the functional communication across the school to ensure every child has a voice.

QE2- Ensure there is a consistent approach to curriculum coverage and progression in core subject areas across all pathways.

QE3- To further strengthen delivery of early reading skills throughout the school.

QE4- To strengthen the teaching expertise of existing staff for the change in cohort and curriculum through coaching and mentoring.

Personal Development

PD1- To embed an equality ethos throughout the school

PD2- To embed the aspect of 'My Future' (careers), across all pathways.

Behaviour and Attitudes

BA1- Embed a whole school approach to mental health and well being

BA2- Embed a whole school system for debriefs after serious incidents

BA3- Develop and review positive and negative behavior systems in line with school changing cohort.

BA4- Embed and review Risk Reduction Plans across the school.

Key Priorities for My Future 2023 - 2025 - two years

1 year:

1. **Hold a My Future Day (QE3/QE4/PD1/PD2)**
2. **Share the finalised Operational Plan with students and parents across the whole school (QE1/PD1/PD2)**
3. **Gather updated feedback from all stakeholders to inform future development of the school's approach to inform Governors (LM2/QE1/PD1/PD2)**
4. **'My future' 6 areas of learning to be included on planning to further embed the Plan across the Pathway (QE4/PD1/PD2)**

5. **L6 Diploma qualification for Careers Lead (SE) (LM3/PD2)**
6. **Tighten up communication between Careers and Transition Leads (SE/AAn/KC) (LM3)**

2 Year:

7. **Improve evidence base on Earwig linked to careers in Engage and Explore Pathways. (key performance indicators which can measure progress towards Gatsby) (PD2)**
8. **Develop a rolling database of opportunities and experiences to support classes/year groups to refine provision. (PD2)**
9. **Update and implement transition support working with college colleagues in light of changing needs/cohort (QE1/PD2)**

Key strategic objectives

Vision:

- To raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers and futures, whatever this may look like for students through a diverse range of experiences and opportunities. At Heltwate School, we are committed to raising and supporting the aspirations of young people, their families and employers in supporting learners' journeys from education into a future destination or a future pathway, where appropriate.

Current State/Strengths:

- Operational Plan fully updated and aligned with CDI Primary Framework which provides a progressive, inclusive and bespoke approach to My Future at Heltwate School.
- Excellent CPD in Oct 22 and staff feedback helped 'buy in' to the new Operational Plan across the Pathways.
- Some staff are already incorporating My Future and the 6 areas of learning into class/planning.
- ILPs already have dreams and aspirations/My Future/PfA included.
- Transition remains strong with all Y11 and Y14 students enrolled on college courses.
- Destination data indicates all students from Heltwate over the past 4-5 years are still in education and training.
- L6 in Careers Leadership and Development completed with the L6 Diploma to start in Oct 23.
- Regional recognition for the school's Operational Plan as an example of excellent provision. Maybe shared with the CEC as an example nationally.
- 100% compliant across all Gatsby Benchmarks.
- Bespoke approach to meeting Provider Access Legislation (PAL). The school has an approach to provide experiences for all.

Key questions/areas for development:

- How do we continue to engage with LMI and employers to provide the types of experiences our students need and value?
- What are the barriers to evidencing in Engage and Explore Pathways?
- What does the evaluation suggest about further improving the transition for students?
- Recording on Earwig good for Discover/Stepping On/Develop - less so on Engage and Explore - need to use the Operational Plan to make connections.
- Improved communication needed for My Future team - time needed to meet together - distribution of leadership.
- Could ILPs in Engage/Explore include reference to My Future learning?
- What changes to transition and work with colleges, need to be made to meet the needs of SLD learners?

In the next;		<u>Key Strategic Priorities</u>
1 year	1	<i>Ensure a consistent approach to curriculum coverage by holding a My Future Day(QE3/QE4/PD1/PD2)</i>
1 year	2	<i>Embed Gatsby Benchmark 1 by developing stakeholder communication (QE1/PD1/PD2)</i>
	3	<i>Use feedback from all stakeholders to inform future development of the school's approach to inform Governors (LM2/QE1/PD1/PD2)</i>
	4	<i>Embed the Plan across all Pathways (QE4/PD1/PD2)</i>
	5	<i>Achieve L6 Diploma qualification for Careers Lead (SE) (LM3/PD2)</i>
	6	<i>Improve communication between Careers and Transition Leads to implement strategy (SE/AAn/KC) (LM3)</i>
2 years	7	<i>Improve evidence base on Earwig linked to careers in Engage and Explore Pathways. (key performance indicators which can measure progress towards Gatsby) (PD2)</i>
	8	<i>Update and implement transition support working with college colleagues in light of changing needs/cohort (QE1/PD2)</i>
	9	<i>Develop a rolling database of access to employers/opportunities and experiences to support classes/year groups to refine provision (where appropriate). (PD2)</i>

Heltwate School Strategic My Future Plan

SUBJECT PRIORITY 1:

Ensure a consistent approach to curriculum coverage by holding a My Future Day (QE3/QE4/PD1/PD2)

Member/s of staff with overall responsibility: Sam

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<i>Ensure a consistent approach to curriculum coverage by holding a My Future Day</i>	<i>Meet as a team to plan My Future Day</i> <i>Identify a theme and date</i> <i>Allocate roles</i> <i>Set budget per class or Pathway</i>	<i>SE/AA n/KC</i>	<i>Spring 23</i>	Visitors into school Books, resources to be ordered by classes/Pathways £20 per class £540	Event planned, resourced and held in school evidence of inclusive activities to support cultural diversity	

Subject Priority 2

Embed Gatsby Benchmark 1 by developing stakeholder communication (QE1/PD1/PD2)

<i>Embed Gatsby Benchmark 1 by developing stakeholder communication (QE1/PD1/PD2)</i>	<i>Share the finalised Operational Plan with students and parents across the whole school</i> <i>Send out questionnaire to gather feedback</i>	<i>SE</i> <i>KC/AA n/SE</i>	<i>Spring 24</i>	<i>Time to meet as a team</i> <i>Questionnaire</i>	<i>Plan shared with all stakeholders</i> <i>Questionnaires written and sent</i> <i>Feedback gathered and analysed</i>	
---	---	--	------------------	---	---	--

SUBJECT PRIORITY 3 (1 YEAR TIMESCALE):

Use feedback from all stakeholders to inform future development of the school's approach to inform Governors (LM2/QE1/PD1/PD2)

Member/s of staff with overall responsibility: Sam England

Targets	Actions to be taken Small, achievable steps	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<i>Use feedback from all stakeholders to inform future development of the school's approach to inform Governors (LM2/QE1/PD1/PD2)</i>	<i>Identify from feedback key strengths, dev points</i>	<i>SE/AAn</i>	<i>Aut 2 23</i>	<i>Questionnaires Time Meeting with School Council</i>	<i>Strategic development of My Future remains current and informed Governance robust</i>	
	<i>Use feedback to inform next steps</i>	<i>SE</i>	<i>Spr 24</i>			
	<i>Feedback to Govs</i>	<i>SE</i>	<i>Spr 24</i>			
	<i>Create an information sheet from results for parents</i>	<i>SE</i>	<i>Aut 23</i>			
	<i>Use information to inform Compass Audit in Dec.</i>	<i>SE</i>	<i>Aut 23</i>			
<i>Liaise with School Council to get student feedback</i>	<i>JV/SE</i>	<i>Sum 24</i>				

Subject Priority 4: (1 year)

Embed the My Future Operational Plan across all Pathways (QE4/PD1/PD2)

<i>Embed the My Future Operational Plan across all Pathways (QE4/PD1/PD2)</i>	<i>Staff twilight to model and give examples</i>	<i>SE</i>	<i>Aut 1</i>	<i>Staff meeting time (40 mins) Good current examples</i>	<i>Scrutiny will show My Future across all planning Plans will show/reference where My Future relates to learning for each Pathway Earwig records will show evidence for Gatsby 3/4/5 Earwig will show more evidence for My Future in</i>	
	<i>Monitor and scrutiny of work</i>	<i>SE/AAn</i>	<i>Aut 2</i>	<i>Attend Engage/Explore Pathway Meetings</i>		
	<i>Liaise with Pathway Leads to ask staff to bring samples to termly meetings.</i>		<i>Spr 2 24</i>			
<i>Promote use of tags on Earwig to indicate evidence added</i>			<i>Spr 24</i>			
<i>Work with Engage/Explore on what evidence needs to be added to Earwig using their Pathway Plans</i>		<i>SE/AAn</i>	<i>Spr 24</i>	<i>£500 Grant awarded by Earl of Sandwich Charity to be used to</i>		

<p>Provide list of activities, opportunities, experiences for students/classes</p> <p>Support staff to book activities and link to My Future throughout the year</p> <p>Discover and Stepping on to promote work experience.</p> <p>All classes to have the 6 areas of learning on the trees, ILP's and around the school</p> <p>Use evidence/work to create displays</p> <p>Displays to reflect My Future across the school</p>	staff	Ongoing all year	fund activities (not currently included in budget as awarded in July)	Engage and Explore Pathway classes
	Staff	Spr 24	Provide display resources, 6 areas of learning display materials	My Future will be evident around the school in classrooms and on displays across each site.
	All staff	Aut 23		
	All staff	Spr 24	£350 for display resources and materials	

SUBJECT PRIORITY 5 (1 YEAR TIMESCALE):

Achieve L6 Diploma qualification for Careers Lead (LM3/PD2)

Member/s of staff with overall responsibility: Sam England, Amanda Anderson

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
Achieve L6 Diploma qualification for Careers Lead (SE) (LM3/PD2)	Enrol on L6 Diploma Course Sign contract Take part in L6 course from Oct 23-Oct 24	SE	Oct 24	Time Cost £1,999 £1000 Bursary to be used from £999 from training budget	L6 Diploma Achieved Compliant with national requirements for careers and Careers Leaders Students will receive advice and support from a qualified Careers Advisor Gatsby 8	

SUBJECT PRIORITY 6 (1 YEAR TIMESCALE):

Improve communication between Careers and Transition Leads to implement strategy (SE/AAn/KC) (LM3)

Member/s of staff with overall responsibility: Sam England, Amanda Anderson, Kerry Cole

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<i>Improve communication between Careers and Transition Leads to implement strategy (SE/AAn/KC) (LM3)</i>	<i>Meet as a team each term Discuss strategy and allocate roles</i>	<i>SE/AAn /KC</i>	<i>Summer 23</i>	<i>Time to meet - we must have dedicated time for the three of us to meet.</i>	<i>Clear lines of communication established Transition informed by strategy Targets met - compliant with legislation</i>	

SUBJECT PRIORITY 7 (2 YEAR TIMESCALE):

Improve evidence base on Earwig linked to careers in Engage and Explore Pathways. (key performance indicators which can measure progress towards Gatsby) (PD2)

Member/s of staff with overall responsibility: Sam England, Amanda Anderson

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<p><i>Improve evidence base on Earwig linked to careers in Engage and Explore Pathways. (key performance indicators which can measure progress towards Gatsby) (PD2)</i></p>	<p>Work with LG on developing recording base on Earwig</p> <p>Work with Engage and Explore Pathways in particular and identify what works for them</p> <p>Identify how this can link more robustly with their curriculum and needs of pupils</p> <p>Use evidence to link to Gatsby Benchmarks for Compass Audits</p>	<p>SE/LG</p> <p>SE/Engage/Explore staff</p> <p>SE</p> <p>SE</p>	<p>Aut 24</p> <p>Aut 24 by Spr 25</p> <p>ongoing</p>	<p>Time to work on development of Earwig</p>	<p>More evidence on Earwig in line with the Pathways and in particular, Engage and Explore.</p> <p>Earwig adapted if needed</p> <p>Evidence provides information needed to maintain Gatsby Benchmark scores.</p>	

SUBJECT PRIORITY 8 (2 YEAR TIMESCALE):

Update and implement transition support working with college colleagues in light of changing needs/cohort (QE1/PD2)

Member/s of staff with overall responsibility: Kerry Cole

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<p>Update and implement transition support working with college colleagues in light of changing needs/cohort (QE1/PD2) including transition to StG</p>	<p>Meet with KC to review transition plans and events and key dates</p> <p>Update to provide more bespoke detail for each student and gather more detailed destination data</p> <p>review vocational plans and how these fit in with transition with KS4 staff</p> <p>Work with college colleagues to future proof transition</p> <p>Use destination data to inform next steps</p>	<p>SE/KC</p> <p>KC</p> <p>KC/SE</p> <p>KS4 and 5 staff</p>	<p>Aut 2 23</p> <p>Aut 24</p> <p>Spr 24</p> <p>Ongoing over the next 2 years</p>	<p>Meeting time</p> <p>Transition documents</p> <p>Destination data</p> <p>Information about alumni and the courses they are on</p>	<p>Clear transition pathway clear and evident for each student</p> <p>Links with colleges robust and useful and informs provision and approach at Heltwate</p> <p>Vocational Profiles updated and relevant to changing needs of cohorts</p> <p>Destination data more detailed and informs development of My Future at Heltwate School</p>	

SUBJECT PRIORITY 9

Develop a rolling database of access to employers/opportunities and experiences to support classes/year groups to refine provision and meet Provider Access Legislation (PAL) (where appropriate). (PD2)

Member/s of staff with overall responsibility: Sam England

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring RAG
<p><i>Develop a rolling database of opportunities and experiences to support classes/year groups to refine provision and meet PAL. (PD2)</i></p>	<p>Review events, opportunities and experiences across the Pathways Use this to inform an overview of provision for each Pathway.</p> <p>From this, create a 'pick and mix' sheet of different activities, providers, visits trips etc that will support staff to meet the requirements of PAL and ensure we are working towards our vision</p> <p>Establish further links with local businesses</p> <p>Work with Enterprise Co-ordinator and GrowthWorks</p>	SE/AaA	<p>Aut 23 and Aut 24</p> <p>Build over the next 2 years</p>	<p>A list of activities etc linked to My Future</p> <p>Time</p> <p>Access to providers, employers, local businesses</p>	<p>The School will meet its legal obligation to the PAL</p> <p>Gatsby Benchmarks will be met</p> <p>All Pathway classes can pick and mix different activities and opportunities to suit the changing needs of their cohort.</p> <p>There will be an established calendar of events for students in years 7-14 across the year.</p> <p>There will be a range of key stakeholders who support the school regularly with events and experiences.</p> <p>Students in Y7 - 14 will have at least 2 experiences per year</p> <p>My Future Day Biffa Visit - 2x yearly College visits - ongoing Explore More Event Y9 visitors in school - DofE, First Aid, LUSH Cosmetics - available to all year groups First Aid NCS - KS4 WEX - Y10-14 Sensory provision Jo Jingles/Roar/YDP Trips and visits</p>	

Actions to take forward for 23/24: Evaluate and review the past year.

Training for support staff on using the operational plan and tagging records on Earwig to the relevant tag.
School Council input into the Operational Plan
Stakeholder feedback from parents - questionnaire - also send to college staff to get feedback... even better if..
Level 6 part 2 training and additional training for AA
Update PAL arrangements and create a calendar of events
Pathway Leads to check planning includes links to My Future PfA etc
Whole school event
Information booklet for students and parents - work with School Council around this.
Operational Plan - develop this with an emerging programme of events and activities. - Create a career focus theme for the topics in each pathway.
Carry out the CDI Framework Audit.