



Harlington School Careers Strategy

Careers at Harlington School aims to prepare our young people for an ever-changing world, empowering them to make informed decisions and have high aspirations for their future lives.

The current pandemic has resulted in many of the activities we had been running being unavailable during the last academic year. That, coupled with a change in Careers Leader in September 2021 means that this is an appropriate time to review our current programme and plan for re-starting in person and virtual activities, re-engaging with previous organisations and engaging in new partnerships.

Our most recent [Compass report](#) identifies that whilst we meet all of the Gatsby Benchmarks, there are some areas we would like to continue to develop, most notably in terms of systematic feedback from stakeholders; monitoring systems; and increasing links with external agencies. In line with other curriculum areas at school, a learning journey showing a coherent and age-appropriate path will be developed so as to achieve a coherent programme that enables students to be supported at key decision points in their lives.

Destinations data shows that the vast majority of our year 11 leavers stay in a school or further education environment and that most of our [year 13 students](#) continue to university. There are some students in each year group who continue to apprenticeships, but this is more limited in number. A review of the year 12 PSHE and recent year 12 survey identified that students were not as aware of alternative training pathways as they were with more traditional academic routes.

The disruption caused by the pandemic has resulted in certain local industries making redundancies (air transport) and also many office workers are still based from home. Whilst we have hosted 'in person' work experience for our year 12 students this year, many career pathways (computing / medical- based) weren't easily accessible as businesses are either working from home, or are reluctant to take students on placement. Covid has also changed student patterns of behaviour and some are more indecisive about where their future plans lie. This could be in part owing to a lack of 'in person' events and experiences over the last two years.

Please reference SDIP for careers aspects (however, they are listed below).

Within the careers programme, the areas we would like to develop further are:

1. To fully integrate careers across the curriculum:
 - a. Increasing staff knowledge, confidence and support with embedding careers and employability skills in the curriculum, thus enabling all to take an active role in promoting careers education
 - b. ensuring that appropriate careers opportunities are identified on subject schemes of work (GB 4)
 - c. making explicit use of employers, training providers and employees within subject areas (GB 5, 6, 7)
 - d. considering local labour market information where appropriate (GB2)
 - e. providing a balanced programme considering different training programmes available to students (GB 4)
 - f. ensuring that appropriate careers opportunities are included in PSHE programme
 - g. appoint careers co-ordinator to support careers activities alongside careers lead

As a result of developing these strands, students will be constantly exposed to careers within different subject areas and co-curricular activities, having the opportunity to develop their understanding of different pathways available to them.

2. To increase student engagement in the careers programme by:

- a. developing and maintaining a careers learning journey that widens access to training opportunities, further and higher education pathways, and access to employers, based upon the needs of each student and feedback from students, staff and parents. (GB 1 and 3)
- b. developing systems so that student engagement is tracked, moving towards a system whereby students are able to update and refer to personal action plans, careers and co-curricular activities to support decision-making processes. (GB 3)

As a result of developing student engagement, students will be able to update and access their personal action plans and information so that they are able to make considered decisions about their future lives

3. To increase engagement with external providers in supporting the careers programme (GB 5, 6 and 7)

As a result of developing engagement with external providers (particularly on a long-term basis), students will be able to develop their employability skills, an awareness of local labour market needs and also experiences of the workplace

Those involved in delivering careers at Harlington School:

Harlington School has a designated member of the Senior Leadership team who oversees careers provision. This is currently Mrs K Stephens (email: kstephens@harlingtonschool.org) who is currently undertaking the Careers Leader programme delivered by Teach First. We are also planning to recruit a Careers Coordinator within school to support the Careers Leader.

We have an impartial careers advisor (currently outsourced through CER) who is on site for three days per week. This is currently Ms T. Morris (email: tmorris@harlingtonschool.org).

Alongside the careers specialists within school, we also use the expertise of our Enterprise Co-ordinator (Laura Kyme – EDT) and will also benefit from an Enterprise Advisor (currently being sourced). Harlington is also part of the West London Careers Hub and the Hillingdon Careers Hub.

Within school, Heads of Faculty, Form Tutors and Heads of Year, as well as SLT are all essential in ensuring that the individual needs of students are catered for and for promoting relevant activities within the curriculum and as co-curricular activities.

As appropriate, we will also develop links with local businesses and education providers to support the work undertaken in school.

Long-Term Strategic Objective 1

1. To fully integrate careers across the curriculum:

- a. Increasing staff knowledge, confidence and support with embedding careers and employability skills in the curriculum, thus enabling all to take an active role in promoting careers education
- b. ensuring that appropriate careers opportunities are identified on subject schemes of work (GB 4)
- c. making explicit use of employers, training providers and employees within subject areas (GB 5, 6, 7). (see objective 3 for development of use of external providers)
- d. considering local labour market information where appropriate (GB2) (see objective 3 for development of use of external providers)
- e. ensuring that appropriate careers opportunities are included in PSHE programme (see objective 2 for development of PSHE programme)
- f. appoint careers co-ordinator to support careers activities alongside careers lead

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
<p>Year One 2022-2023</p>	<ul style="list-style-type: none"> - All staff are aware of their roles and responsibilities in delivering Careers Education and begin to change their teaching practice accordingly - A Careers Champions has volunteered to join the Careers Team from each department and are can clearly articulate their role and responsibilities, including working towards embedding careers and employability skills in all Schemes of Work by the end of Year Two - All subject areas to identify at least one careers opportunity on each scheme of work 	<ul style="list-style-type: none"> - Careers Leader to present careers strategy to all staff / at Department meetings - All staff to have completed a Training Needs Analysis, and an Audit of Careers and Employability Skills in the Curriculum, and for this to have been analysed by Careers Leader to identify priorities for CPD eg – what constitutes a careers opportunity? - Careers Co-ordinator appointed to work alongside Careers leader - Ensure a link governor is in place - Report to Governors regarding careers programme, its delivery and evaluation - Set up Careers Champions with volunteer staff and appropriate training, meeting regularly to discuss careers provision within their subject, identifying possible future training needs and sharing of good practice - “I’d like to bring some of my lessons to life – identification of a curriculum area / rational / ideal outcome” - Annotation of schemes of work to include career opportunities - Identify possible local links with employers and organisations in prep for year 2 (see Objective 3)
<p>Year Two 2023-2024</p>	<ul style="list-style-type: none"> - All staff to have reported increased knowledge after 3 sessions of CPD to build knowledge and confidence to embed careers and employability skills in their subject lessons - Careers Leader to see at least one careers activity in each subject area - Career Champions report meeting regularly to review their work motivating and supporting 	<ul style="list-style-type: none"> - Staff survey – knowledge and confidence of delivering careers and employability skills - CPD – what constitutes employability skills? - Schedule of careers activities and proforma to enable QA – both subject related and PSHE

	<p>staff and report a measurable improvement in staff willingness and confidence in their department</p> <ul style="list-style-type: none"> - All departments featuring careers and employability skills in all schemes of work and discussing positively at all Department meetings - careers and employability skills are embedded in all Schemes of Work 	<ul style="list-style-type: none"> - Review of schemes of works – inclusion and annotation of careers opportunities for all schemes of work
<p>Year Three 2024-2025</p>	<ul style="list-style-type: none"> - All staff to have completed a Training Needs Analysis, and an Audit of Careers and Employability Skills in the Curriculum, and for this to have been analysed by Careers Leader to identify priorities for CPD, to ascertain improvement in confidence from year one - Careers Leader to see at least one careers activity in each subject area per term - Career Champions report meeting regularly to review their work motivating and supporting staff and report a measurable improvement in staff willingness and confidence in their department - All departments featuring careers and employability skills in all schemes of work and discussing at Department meetings, including the use of external organisations to support delivery (see Objective 3 for further details) 	<ul style="list-style-type: none"> - Staff survey – knowledge and confidence of delivering careers and employability skills – identifying need for further development - Schedule of careers activities and proforma to enable QA – both subject related and PSHE - Review of schemes of works – inclusion and annotation of careers opportunities for all schemes of work

Long-Term Strategic Objective 2

(see also objectives 1 and 3)

2. To increase student engagement in the careers programme by:

- a. providing a balanced programme considering different training programmes available to students (GB 4)
- b. developing and maintaining a careers learning journey that widens access to training opportunities, further and higher education pathways, and access to employers, based upon the needs of each student and feedback from students, staff and parents. (GB 1 and 3)
- c. developing systems so that student engagement is tracked, moving towards a system whereby students are able to update and refer to personal action plans, careers and co-curricular activities to support decision-making processes. (GB 3)

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year One 2022-2023	<ul style="list-style-type: none"> - For students to have a balanced programme of careers provision throughout their time at Harlington, enabling them to have a range of opportunities, exposure to different fields, and developing relevant skills to support them in their future decision-making processes. - Enable students to see range of experiences of staff within school - Tracking of careers activities across years 7-12 so that over time, students have access to a range of activities 	<ul style="list-style-type: none"> - Student surveys – aspirations - Student activity evaluation surveys - Develop Careers Learning- journey to plot careers provision throughout their time at Harlington - Develop careers programme (including lesson plans and resources) to be taught within PSHE lessons with a balanced approach to vocational and academic pathways - Training for form tutors to support development within PSHE lessons - update of staff profiles on display boards - publish information to students, staff and parents - outlining careers journey in appropriate formats - Mapping of career experiences across school (curriculum and year group) through use of Compass+ for global tracking of careers activities vs Gatsby benchmarks. - Training in use of Compass+ for relevant staff - Tracking of both internal and external events – training for non-teaching staff - Investigate software for tracking of student participation - Continue to track student participation using Excel - Information and training as required for parents and carers
Year Two 2023-2024	<ul style="list-style-type: none"> - Careers Learning journey to be implemented across the whole school in co-curricular activities and PSHE - 50% of students participating in activities have a clear understanding, and begin to develop, the skills and attributes needed to play an active part in the working society. These students are also aware of the numerous different pathways available to them at each stage of their lives 	<ul style="list-style-type: none"> - Publish information to students, staff and parents outlining careers journey in appropriate formats - Student evaluation / attitudinal surveys to identify skills and attributes required / anecdotal evidence - Tracking of student participation – careers software rolled out in years 7 and 12 - Staged introduction of software to allow individuals to track and monitor their own participation (Years 7 & 12) - Training for students, staff and parents in relevant year groups so that they are confident in using software and

		<ul style="list-style-type: none"> how to access information - Continue to track individual student participation for other year groups using Excel
<p>Year Three 2024-2025</p>	<ul style="list-style-type: none"> - Careers Learning journey to be implemented across the whole school in subject lessons, co-curricular activities and PSHE - Most pupils, teachers and parents can confidently articulate their experiences of careers and employability skills education in this school and how it prepares them for future decision making - 80% of students to have a clear understanding of skills and attributes needed to play an active part in working society and what they need to do in order to achieve this. These students are also aware of the numerous different pathways available to them at each stage of their lives 	<ul style="list-style-type: none"> - Students to confidently track, set personal targets and plan for their own development - Schedule of careers activities and proforma to enable QA – both co-curricular and PSHE - Student, staff and parent evaluation surveys

Long-Term Strategic Objective 3

To increase engagement with external providers in supporting the careers programme (GB 5, 6 and 7)

As a result of developing engagement with external providers (particularly on a long-term basis), students will be able to develop their employability skills, an awareness of local labour market needs and also experiences of the workplace

What are our milestones? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
Year One 2022-2023 <ul style="list-style-type: none"> - Two Curriculum areas have links with external providers and to have at least one activity in each - Identify staff training needs (see objective 1) - Two Year groups to have links with external providers (Years 10 and 12) - Increase the relationships with RWC, DHL and SEGRO, RHUL, Roehampton, Brunel (where possible) to deliver in person sessions (in school or in work place) 	
Year Two 2023-2024 <ul style="list-style-type: none"> - 50% of curriculum areas to have links with external providers and to have at least one activity in each, and can support curriculum areas by bringing relevant careers and skills into lessons. - Years 9 – 13 to each have a link with an external provider and to have at least one activity in each - Continue to develop relationships with RWC, DHL, SEGRO, RHUL, Roehampton, Brunel 	<ul style="list-style-type: none"> - Use of 'Black Book' / Enterprise Adviser / Enterprise Co-ordinator for contacts – incl. updates - Mapping of career experiences across school (curriculum and year group) in Learning Journey
Year Three 2024-2025 <ul style="list-style-type: none"> - 80% of curriculum areas to have at least one external provider link who works with at least 2 year groups in curriculum-related activities, and can support curriculum areas by bringing relevant careers and skills into lessons. - Each year group to have links with an external provider, with 50% of students accessing at least one experience per year group during their time at school - Continue to develop relationships with RWC, DHL, SEGRO, RHUL, Roehampton, Brunel 	<ul style="list-style-type: none"> - Use of 'Black Book' / Enterprise Adviser / Enterprise Co-ordinator for contacts – incl. updates - Mapping of career experiences across school (curriculum and year group) in Learning Journey - Tracking of student participation – careers software rolled out whole school