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| **Slide** |  | **What is the script and examples that will be used** | **Notes for Chat Management/Resources** |
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| Aims |  | By the end of this webinar you will be able to:* Present a careers programme and strategic careers plan to multiple stakeholders
* Understand effective presentation of careers programme on a website
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| Recap | Process Review | Important at this point to review previous modules and processes we have considered:We started with considering a vision and strategic objectives to drive the planned impact, purpose and impact of a stable and progressive careers programmeIn the last module we considered setting learning outcomes as progressive steps towards students developing personal effectiveness, careers readiness and employability skills to support positive outcomes in education and employmentWe then covered the process of auditing and mapping where learning outcomes were being covered in order to track, celebrate and record progress towards those positive outcomes while also engaging in gap analysis and plans to ensure full coverage for each and every student.This session will really focus on how to present key elements and information for multiple stakeholdersWho are these multiple stakeholders and what they need to know about your strategic careers plan and your careers programme is what will shape this session!  |  |
|  | Example completed audit | Here we have an example excerpt of an audit document we considered in the last session - Where we got to last time was that once you had identified Learning Outcomes and then audited these to see where and how they were being covered, that this was essentially your programme. You can see from this example combined with the notes you may have included in the guidance to creating and effective strategy and building a progressive programme that there is a LOT of information there! All of it essential for you to know what you are working towards and how you are going to get there. Not everyone needs that level of detail however! |  |
|  |  | Key Stakeholders to consider* Students
* Parents
* Staff
* SLT
* Governors
* Employers
* Ofsted

All stakeholders want/need different information and insight into your strategic careers plan and your programmeLet’s think about this in terms of :* Intent
* Delivery/Activity
* Impact
 |  |
|  | Intent | Before we get specific about individual groups – let’s think about what stakeholders might need to do about careers programme and strategic careers plan in terms of INTENT:* Vision, Strategic Objectives, Learning Outcomes which show planned impact
* Statutory Expectations, Career Strategy Guidance which show context and expectations from government guidance

Keen to know if there is anything else that you think stakeholders may need to know about the intent of a programme? |  |
|  | Delivery/Activity | Let’s think now about what information/details that stakeholders might need in terms of delivery/activity* BM Progress – depending on the stakeholder this will look different in terms of what is presented (for example current compass scores versus last submission, planned activity compared to actual, or BM progress compared to national average etc.)
* Worth considering how to highlight specific BM progress around so that stakeholders understand approach and delivery around BM8/7 in line with statutory guidance around personal careers guidance and the Baker clause as well as then highlighting how BM5/6 are met as key BMs highlighted in Career Strategy and EIF
* How careers is embedded within the curriculum
* Key Events/ Activities – it may be of value to share a progressive overview of programme to show how each element builds on what has gone before and prepares for next stage
* Cohort Level Data – this may be by key stage, year group or may focus on specific identified cohorts as identified from strategic careers plan and linked to school/college priorities
* Student Level Data – really valuable to track and present your programme to evidence and to know that the programme supports each and every student
* Key Partnerships/Links – this may cover providers which add capacity and useful links
* Employer Links

Again, keen to know if there is anything else that you think stakeholders may need to know about the delivery/activity of a programme? |  |
|  | Impact | Finally, let’s consider what stakeholders might need to know about impact:* Destination Data
* Evaluation Process and findings
* Stakeholder Voice
* Knowledge/Understanding/Skills Progress
* Key Narratives
* Success Stories

Before we start thinking about how this can be packaged up! Let’s stop for questions and comments… |  |
|  | Holding Slide | Let’s start thinking about your website as a way of supporting people to effectively access and understand your careers programme |  |
|  | What information should be included on your website for:* Students
* Teachers
* Employers
* Parents/Carers
 | Multiple stakeholders will be accessing your website and they will have slightly different needs. For every stakeholder, you almost need to repeat the process that we considered when setting learning outcomesWhat information should be included on your website for different stakeholders |  |
|  | WHAT | Once you have gone through that thought process of what information each stakeholder group might need, then you can start to consider HOW to present it |  |
|  | Considerations of HOW | It is really important that your careers section is easy to find. I know from looking through many schools and colleges that it is not always easily accessible, and it is hard to locate We will think about statutory guidance in a moment and it is really important that key information is prominentWherever ‘careers’ sits for you – i.e. in student section, parents, information, curriculum try and make it accessible via all likely tabs on your website so that all searches lead to your section!We considered spending time really thinking about what people need to know about careers - this will help streamline information to ensure that the most important elements of what you need people to know and understand are not lostWe will come on to statutory guidance in a moment as there are clear expectations about what must be on your websiteThis includes your programme. We spent a lot of time in the last module thinking about building your programme and there is a lot of detail for you to understand the vision, objectives and, Learning Outcomes that will fulfil that vision – not all stakeholders need to see such details so we will consider how this can be best presented for stakeholders. |  |
|  | Statutory Guidance | Let’s consider statutory guidance – is it clear on your website that you are meeting statutory guidance as referenced in this slide?In terms of a provider access policy, there is an example provided in Annex a of the guidanceOn the CEC Resource Directory, there is also a Website Guidance Document with suggested wording and useful tips from colleagues in GM and Cornwall and a website audit tool from colleagues in LiverpoolReally crucial to consider if the impact of your programme is apparent – not just thinking about your plans but are you showcasing data outcomes , narratives and success stories? | https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks/gatsby-benchmark-1> |
|  | Presenting your Programme | There is expectation that you will present a summary of your programme – really interested to hear from you all how you currently do this – we have seen examples with descriptive paragraphs and bullet points and learner journeysIt is really important that what is shared is a summary showing the progressive nature of the programme rather than a calendar of events. There is a tool available for you to edit where you can outline your vision and feature key contact details while also showing your key learning outcomes/<milestones and key events/activities/delivery that support meeting these learning outcomes | Programme Overview |
|  | Compass+ Holding Slide |  |  |
|  | Compass+ | If you have not already done so, then please consider onboarding to Compass+, another digital tool with added functionality for Careers and School Leaders.The tool is particularly useful when presenting BM progress with comparisons against previous compass submissions, national/local averages and can also show projected impact of planned activityCompass+ also allows for tracking at student level and for the creation of specific cohorts, which can be created in line with school priorities/strategic objectivesCareers Leaders are also able to input intended and actual destinations to facilitate effective tracking of destination data  | Interest link for Compass+ |
|  | Compass+ | These are some screenshots of reporting functionality you can extract from Compass+Some of these are also suited to reports for SLT/Governors as well as to show BM progress, etc on the website |  |
| Resources | Overview | Before we consider final questions here are some key CEC resources, which are available via our website:In addition to School/College Roadmaps and Toolkits (including a SEND toolkit) there are also recent guides for governors and headteachers. A key resource is also the EIF Guide for Careers Leaders and School LeadersThere is funded face to  |  |
| Online Training  | Overview | This webinar has been based on content developed by TeachFirst as part of free online modules in Careers Leadership – these can also be accessed via website |  |
| Face to face Training  | Overview | Careers Leaders can register interest in funded face to face training up to Level 6 in Careers Leadership. This training has been delivered to over 1300 Careers Leaders and has been really valued and transformative in terms of embedding a strategic approach to careers leadership across schools/colleges |  |