

MAYOR OF LONDON

Implementation Plan

This is a document to assist you in planning and tracking the implementation of your school or college's careers plan. There are two versions. One is grouped by year group. The other is grouped by benchmarks. You are encouraged to use the plan best suited to your needs and to adapt it as needed.

There is also a section at the end which has some suggested activities to consider when implementing different areas of your school or college's careers plan.

MAYOR OF LONDON

Implementation Plan by Year Group

| | | | | | |
|--------------------------------|--------------------|-----------|----------|------------------|-----------|
| Learning Objectives for Year 7 | | | | | |
| • | | | | | |
| • | | | | | |
| • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Learning Objectives for Year 8 | | | | | |
| • | | | | | |
| • | | | | | |
| • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Learning Objectives for Year 9 | | | | | |
| • | | | | | |
| • | | | | | |
| • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

MAYOR OF LONDON

| Learning Objectives for Year 10 | | | | | |
|---|--------------------|-----------|----------|------------------|-----------|
| <ul style="list-style-type: none"> • • • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Learning Objectives for Year 11 | | | | | |
| <ul style="list-style-type: none"> • • • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Learning Objectives for Year 12 | | | | | |
| <ul style="list-style-type: none"> • • • | | | | | |
| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Learning Objectives for Year 13 | | | | | |
| <ul style="list-style-type: none"> • • | | | | | |

MAYOR OF LONDON

| Action/Activity | Benchmark Affected | Lead Name | Date Due | Progress to Date | Completed |
|-----------------|--------------------|-----------|----------|------------------|-----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

MAYOR OF LONDON

Implementation Plan by Gatsby Benchmarks

| Learning Objectives for Gatsby Benchmark 1: A stable careers programme | | | | |
|---|-----------|----------|------------------|-----------|
| <ul style="list-style-type: none">••• | | | | |
| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Learning Objectives for Gatsby Benchmark 5: Encounters with employers and employees | | | | |
| <ul style="list-style-type: none">••• | | | | |
| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Learning Objectives for Gatsby Benchmark 6: Experiences of workplaces | | | | |
| <ul style="list-style-type: none">••• | | | | |
| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

MAYOR OF LONDON

Learning Objectives for Gatsby Benchmark __:

-
-
-

| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
|-----------------|-----------|----------|------------------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Learning Objectives for Gatsby Benchmark __:

-
-
-

| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
|-----------------|-----------|----------|------------------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Learning Objectives for Gatsby Benchmark __:

-
-
-

| Action/Activity | Lead Name | Date Due | Progress to Date | Completed |
|-----------------|-----------|----------|------------------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

MAYOR OF LONDON

The Gatsby Benchmarks

1. *A stable careers programme*: Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. *Learning from labour market information*: Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. *Addressing the needs of each pupil*: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. *Linking curriculum learning to careers*: All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. *Encounters with employers and employees*: Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. *Experiences of workplaces*: Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. *Encounters with further and higher education*: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. *Personal guidance*: Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

MAYOR OF LONDON

Actions to Consider in Implementing Your Careers Plan

Communications

- List Careers Leader on website
- List careers policy on website
- List Access Policy for providers on website
- Careers strategy sent to all teachers, SLT members and governing board for consultation/feedback
- How is the careers plan being communicated to the following audiences?
 - Students
 - Parents
 - Teachers

Ambassadors

- Identify who is responsible for keeping track of the careers strategy
- Identify who is responsible for completing Compass
- Identify department heads who can champion careers in their subject areas

Students

- Create and distribute feedback form for students on current school careers related events
- Hold a student focus group (ie. student council) on careers provision and knowledge

Parents

- Hold an information session for parents on apprenticeships
- Create and distribute a parent survey on knowledge of routes post-secondary education

Measurement & Evaluation

- Complete Compass Tool every four months (ie. October, February, June)
- Complete student survey end of every academic year
- Update student activities on Tracker