



U-EXPLORE  
YOUR FUTURE

*“A brilliant way to quickly evaluate your current delivery and plan how to improve it.”*

Jonny Uttley, Head of School  
South Hunsley School & Sixth Form College

# 5 Steps to an Outstanding Careers Guidance Programme

**Personalise • Involve • Contextualise • Track • Inform**

# Personalise it

Young people should receive tailored support based on their interests, aspirations and capability during their personal journey from primary transition to a positive destination. Early skills awareness begins a learning programme with achievable goals, ongoing support and monitoring.

Measure	Grade 1 - 4
Learners' skills are developed to ensure they can find information independently.	
Learners are able to relate their own abilities, skills and achievements to career aspirations and destination options.	
There is a programme of opportunities and activities available which reflects the interests and aspirations of learners.	
Provision meets the needs of vulnerable groups and has an impact on reducing NEET leavers. Vulnerable young people are appropriately supported to overcome barriers to their progression.	
Learners have an individualised learning plan to keep track of progress and set targets in line with their career aspirations.	

# Involve the whole school

Comparable to literacy and numeracy, careers education is not purely a subject area, rather a set of skills that requires careful development and is paramount to academic and personal achievement. Progress should be targeted in dedicated sessions, and consolidated within all curriculum areas, from Year 7 through to 13.

Measure	Grade 1 - 4
A careers strategy to ensure that all students from Year 7 receive effective, appropriate careers guidance has been developed and implemented.	
A member of SLT takes responsibility for the strategy, and all staff members involved in delivering careers education have sufficient knowledge, experience and support to do so.	
The careers guidance strategy is communicated to learners, parents and staff. Staff are aware of their role within the strategy and are encouraged to continually improve their delivery.	
Learners have opportunities to develop transferable skills during their everyday lessons.	
Staff use first-hand, industry related knowledge to inspire and awaken students to the range of career opportunities related to a particular subject area.	

# Put it into context

Excellent careers programmes enable learners to make informed choices about their future. In addition to considering personal skills, interests and ability, learners should also be making decisions based on job availability and their own experiences of work and education providers.

Measure	Grade 1 - 4
There is valuable engagement with a wide range of employers, and their input is used in an efficient and targeted manner.	
Effective use is made of external agencies, education providers, businesses and the community to provide enrichment opportunities, information and expertise.	
National, regional and local labour market information is used to ensure that aspirations are matched to job availability.	
Learners are provided with direct experiences of the world of work which deliver outcomes and personal targets set by the young person in line with their skills development.	
Young people and their parents are aware of the range of employment and learning opportunities, and can make informed decisions considering both suitability and availability.	

# Track and monitor learning progression

The best examples of tracking and monitoring careers guidance take inspiration from recording academic attainment. Applying the models of delivery and measurement such as setting incremental learning objectives, regular assessment and evidencing the impact of interventions are fundamental.

Measure	Grade 1 - 4
There is demonstrable impact of the careers guidance programme in helping young people to make informed choices about their next steps.	
There are centralised records which capture every intervention, and the effectiveness and impact of each. The impact of interventions with vulnerable learners is continuously appraised.	
A mixture of formative and summative monitoring is used, and evidence of impact includes skills progression, destination data, aspirations data, progression against set targets and learning outcomes, and feedback gathered from learners, parents and staff.	
There is a continual improvement plan in place to ensure that the careers guidance programme is meeting the needs of the learners, is effective, and is providing value for money where applicable. Staff across the school are encouraged to develop and contribute to the strategy.	

# Provide access to information

Independent, impartial information needs to be provided to all learners in a variety of interesting mediums. Through an effective careers education programme, learners should be equipped to use this to make informed decisions, and know where to go to ask for support and guidance.

Measure	Grade 1 - 4
Information provided to learners is broad, impartial, and includes all progression route and career options. Vocational options including Apprenticeships are well represented.	
Information is provided to learners in a variety of mediums, including face to face support, online resources, access to external providers and planned careers education delivery.	
Up to date information is provided to learners in a method that suits their learning style and personal aspirations. Careers lessons are inspiring and promote independent learning.	
All learners have the opportunity to discuss their plans with a qualified guidance professional.	
Learners, parents and staff are aware of the support and information available, and planned activities are well promoted - particularly to those who would benefit most.	