Careers Action Plan(FIP)
2025-2026
The Hathershaw College

THE Pinnacle LEARNING TRUST

Priority 1: To Further develop an aspirational careers programme across KS3-4 within the curriculum			
Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme within the curriculum			
Actions	**Staff to**	**Progress update June 2026**	**Progress update December 2026**
● Ensure policies are up to date for 26-27 and the website is up to date. ● Plan careers training for all staff across the college (National College?) ● Training Need for AS	ACR/ATR/RL/AS		
● Review curriculum content in citizenship to ensure this is broad,balanced in each year but in addition spirals across the Key stage. ● Audit the whole school curriculum with the intention of mapping out the careers related content ● Share audit with CL to identify what careers related content is taught and use this to identify gaps. ● Gaps can then be looked at from both curriculum and extra curricular to plug through assemblies/citizenship etc.	ACR/AS ACR ACR/AS		
● Use the audit to update roadmaps to ensure that they are accurate and reflect what is being delivered across the school (Updated Roadmaps could contribute to a careers poster/display in Home rooms) ● Review the Compass+ Future Skills Questionnaire to plan curriculum content around student need and want.	ATR ACR/AS		
● Introduce Unifrog to Year 9 to support and engage students in options selections. ● Continue to promote the use of Unifrog at KS4 in the home period to support, raise and track learners' engagement within the careers programmes during their journey through College and evaluate to ensure that learners are supported in raising their aspirations. - This may need to include a CPD session or how to guide to be created and shared with staff and students ● Develop LMI information linked to curriculum areas for KS3 - informed by the review of the Compass + FSQ	ACR/AS AS/ACR/Curriculum Leads		
● To further develop the WEX programme for year 10 providing the opportunity to enhance employability and life skills - Create a timeline and action plan for the lead up to WEX - Home tutor briefing - Unifrog profiles - home period	 ACR ACR ACR ACR		

- Ensure that parents are fully informed - Ensure that students are fully prepared - bulletin slide and assembly(Jan) Letter home (feb) preparation session and search for placement, either in person or online, (March) - expectation Assembly (April) - WEX (May) Reflection (May) - Ensure the all students have access to either in person or online WEX placements - in particular PP and SEND/ HRC students - Continue to build a network of placement providers by liaising with local business, school staff from the community and careers fair. - Use the evaluate from the WEX for 2025 to improve 2026 - Evaluate the 2026 placement programme - Gather student reflections via google form - Select successful students to celebrate immediately and others for Prize presentation evening in October - Share news and updates in the bulletin and school newsletter	ATR AS AS AS ATR/CHW/ACR /AS AS AS AS AS AS		
● Plan and deliver robust SEND/Inclusion careers advice and support: ○ Year 9 SEND Options Support ○ Year 10 WEX Support ○ Year 11 College Application Support ○ Ongoing Career Personalised Career advice - beginning at KS3	AS/ACR/SR/SS		
● College applications for 2026 ○ Create a timeline and action plan for college applications ○ Liaise with homeroom teachers and share plan. ○ Ensure parents are fully informed of potential options, key dates and open evenings. ○ Ensure students are fully prepared. For Year 10 LC3 data, include information about where these grades could take students. Yr 11 HT1 - home room options recap, promote open days, OSFC and TOC assemblies, write personal statements. HT2 - college applications and conversations during home period, interview prep and skills needed. ○ Ensure support for SEND PP students in homeroom ○ Liaise with DL about priority careers appointments ○ Include testimonies from past students? ○ Ensure there are checks in place to ensure students are applying to appropriate courses.	ACR?		

Priority 2 : To further raise attainment and aspirations by delivering outstanding careers and capital culture initiatives within the extra- curriculum programme

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.			
Actions	**Accountability**	**Progress update June 2026**	**Progress update December 2026**
● Expose students to the wide range of opportunities they can take advantage of when they leave the College, including; A Level courses, vocational, apprenticeships or training providers through assemblies, workshops, talks and Trips ● Ensure Compass+ is completed and Tracked across the College ○ Develop a streamlined approach to inputting data into Compass + ○ Share via Inset/Faculty Meeting ○ Develop a google Form to try to minimise administration/workload for staff. ○ Utilise RAD to complete data input.	AS AS		
● Careers week - assemblies/bulletin/ social media post / Newsletter ○ Develop a whole school careers week programme to include all faculties (GB3) ○ Ensure Careers has an appropriate area on all FIP's across the College.	AS		
● Apprenticeship week bulletin/ social media post / Newsletter ○ Link with local college's/apprentice providers	AS		
● Careers fair -assemblies/bulletin/ social media post / Newsletter ○ Liaise with DL (Careers Advisor) ○ Invite SEND/Disadvantaged - plus parent/careers - work with LSA's ○ Send out relevant information to parents.	AS		
● Whole school displays	AS		
● Trips eg- JD, comino ○ Continue to explore suitable trips to improve cultural capital e.g. Talent Foundry etc	AS		