



400 YEARS OF EXCELLENCE

# Richard Hale School Careers Development Plan 2020 - 2021

## Leadership and Management

<b>Lead Member of SLT</b>		<b>Ian Hawkins</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Personnel</b>			
<b>What aspects of leadership and management do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>• Develop closer links with other schools which can benefit the students at Richard Hale School</li> <li>• To improve further staff workload and wellbeing so that a focus is on the impact of teaching and learning on the student</li> <li>• To improve the impact of intervention on student outcomes</li> <li>• To review the school curriculum to ensure it meets the needs of the learners at the school at all key stages</li> <li>• Enhance the school facilities to develop the students learning experience (facilities and technology)</li> <li>• To improve communication with all stakeholders</li> </ul>			
<b>Actions to address the areas above (Maximum of 5 actions)</b>	<b>Member of staff responsible for ensuring this action is implemented</b>	<b>Resources required for the action to be successful (Be specific and identify time required)</b>	<b>Deadline for action to be implemented (State the month it is to be completed by)</b>	<b>How will we measure the impact of the action?</b>	<b>Progress check point  RAG Rate (Reviewed Termly) <b>Green – completed</b> <b>Amber – on course</b> <b>Red – Further work required</b></b>
Continue to work with CEG on securing each Gatsby benchmark	S Robins	Calendared meeting time with CEG lead and external agencies to	Apr 2021	Successful completion of Compass audit of all 8 benchmarks	

		discuss provision that can be offered to meet relevant GB's			
Share resources and ideas with other schools to provide a more comprehensive programme for students  Gatsby benchmarks 2, 3	S Robins/SBS careers lead	Planned meeting time to share ideas and create resources to benefit all students with a focus on post Covid-19 opportunities	July 2021	Strong support network between schools and a stronger programme of resources and guidance on the potential changes to post 16 and 18 education and the world of work	
Develop quality of careers area on RHS website  Gatsby benchmarks 2, 4, 8	S Robins	Meeting time with Sue Homan and CEG lead to further develop content of site	April 2021	Further development of whole school provision mapping and progressions throughout each year group and key stage	

### Quality of Education

<b>Lead Member of SLT</b>	<b>James Allaway</b>
<b>Governor Committee Responsible for monitoring progress of plan</b>	<b>Curriculum</b>
<b>What aspects of our curriculum do we need to develop as a school?</b>	<ul style="list-style-type: none"> <li>Evaluate the breadth and coverage of the Year 7 and Year 8 curriculum to ensure coverage of the KS3 National Curriculum and opportunities for development of cultural capital</li> </ul>

		<ul style="list-style-type: none"> <li>● Expand on visibility of delivery of Cultural Capital promoting appreciation of human creativity and achievement and promoting awareness of a core general knowledge</li> <li>● Review proportions of core subjects at KS4 to ensure they meet the needs of all learners</li> <li>● For all students ensure that ambition is high regardless of prior attainment, SEND or disadvantage</li> </ul>			
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Developing cultural capital of students in KS3  Gatsby benchmarks 2, 4, 8	S Robins/HOY	ETT time and support from CEG/alumni	July 2021	Focussed guidance to students in KS3 looking at diversity in the workplace and debunking the stereotype job by gender	
Develop a comprehensive careers education which is delivered through ETT and other opportunities. This is mapped alongside the PSHE curriculum and is delivered effectively across all year groups at appropriate points in the year.	S Robins	ETT allocated time	December 2020	Curriculum effectively mapped and being delivered to each year group with appropriate resources	

<b>Lead Member of SLT</b>		<b>Louise Morris</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Curriculum</b>			
<b>What aspects of teaching, learning and assessment do we feel we need to develop as a school?</b>  <b>(Implementation)</b>		<ul style="list-style-type: none"> <li>• To improve differentiation in each lesson through a greater knowledge of the whole student, taking into account assessment when planning lessons and long/medium term plans so students have quality and memorable learning experiences</li> <li>• To improve the quality of feedback to students further considering the usefulness for students and the impact it has on student learning.</li> <li>• To improve the learning environments across the school</li> <li>• To develop schemes of work in every department that build skills to make students life-long learners</li> <li>• To increase the challenge for all students in every lesson</li> <li>• To refresh the focus on homework and the impact it has on student independent learning</li> <li>• To develop a school wide approach to literacy and reading</li> </ul>			
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Use provision map with all year groups to track careers education provision and	S Robins  HOY	Time in meetings with Heads of Year and K Patterson to	April 2021	Students gaining knowledge and developing understanding of key areas of careers	

fit/adjust this provision into the appropriate timeframe for each year group Gatsby benchmark 4	K Patterson	adjust where needed provision thus enabling them to develop understanding of all key decisions at KS3,4 and 5  Use of student voice to gauge needs of students		relative to their age group and also to be aware of potential future pathways and how to get there	
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### Impact for learners

<b>Lead Member of SLT</b>		<b>James Allaway</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Curriculum</b>			
<b>What aspects of the impact for learners do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>• All students, regardless of starting points, make expected or better progress</li> <li>• To improve the outcomes of vulnerable groups particularly those who are Pupil Premium and SEND so that they match the outcomes of other students with similar starting points.</li> <li>• Progress is above average in nearly all subject areas at KS4 (Key Stage 4)</li> <li>• Improve outcomes at Post 16 both in attainment and progress</li> </ul>			
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			be completed by)		Amber – on course Red – Further work required
<p>Improve confidence and skill set of Pupil Premium students, enabling them to make better choices at KS's 4 and 5 in relation to education and career pathways</p> <p>Gatsby benchmark 3</p>	<p>HOY HOD S Robins H Davies</p>	<p>Department time HOY meetings YC Herts time to provide additional guidance for students. Liaise with Matthew Greenwood to target specific individuals SCC- Carrie Hocking</p>	<p>July 2021</p>	<p>Improved outcomes in subjects for PP students and to develop an increased personal confidence in students</p>	
<p>Improve understanding of opportunities for PP students and SEND students by positively promoting opportunities for students.</p>	<p>S Robins M Greenwood C Hocking</p>	<p>One to one meetings with students</p>	<p>July 2020</p>	<p>Increased number of students continuing into 6<sup>th</sup> form/appropriate college courses and University/Apprenticeships.</p>	

## Behaviour and attitudes

<b>Lead Member of SLT</b>		<b>Matthew Greenwood</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Pastoral</b>			
<b>What aspects of behaviour and attitudes do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>● To reduce further low level disruption in lessons</li> <li>● To develop and improve student attitudes to learning</li> <li>● Improve attendance, resilience and support available for vulnerable groups</li> <li>● Develop the alumni further so this can have an impact on student career progression, advice and guidance for careers</li> <li>● Develop careers programme across Years 7 to 11 to improve student understanding of future pathways and opportunities</li> </ul>			
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Develop mapping of careers delivery across departments in order to provide awareness and guidance to students throughout all key stages  Gatsby benchmarks 4, 8	HoD/ S Robins	Department time to discuss, implement and review provision including mapping of	July 2021	Subject contributing to careers development which engages students and enables them to have the information needed	



		careers in each year group and development of departmental GC		to make well-informed choices at key option phases	
To embed the Start programme to Years 8 and 10 to enable them to make effective choices at KS4 and KS5 Gatsby benchmark 2	S Robins	YC Herts virtual delivery of START programme through ETT, tutor support, computer access	April 2021	All students to have created a START account and used the programme to make informed decisions on future pathways as well as developing an understanding of their personal skill set. Evidenced through YC interviews and subject teacher/tutor	
Develop links with alumni and create a continual support network to support students in learning about and making informed choices about further study and career pathways Gatsby benchmarks 2 and 5	S Robins/S Homan	Meeting time with S Homan  Time to create area of website to promote this area of guidance	July 2021	To adjust how we can provide independent support and advice to students using alumni in the current climate through virtual platforms	

## Personal Development

<b>Lead Member of SLT</b>		<b>Huw Davies</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Pastoral</b>			
<b>What aspects of Personal Development do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>• Increase tolerance and mutual respect amongst all groups (to include review of anti-bullying strategy)</li> <li>• Review PSCHE (Personal, Social, Citizenship, Health Education) curriculum to incorporate religious themes and British values</li> <li>• To develop a continuous approach to SMSC and PSCHE from Years 7 to 13</li> <li>• To increase opportunities to celebrate diversity across the school and the community</li> <li>• To continue to develop the student's understanding of the wider world and develop their ability to contribute to this.</li> </ul>			
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Develop resources for PSHE to identify the workplace in the modern world and promoting equality including writing CV's, application forms, work experience opportunities and how students can	S Robins	YC Herts support, external current information, resource packs	July 2021	Students demonstrate increased awareness and understanding of the modern workplace, and show increased confidence and skill	

'market themselves' and develop soft skills 'cultural capital' Gatsby benchmark 2				in how to market themselves via feedback from students and tutors	
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### Effectiveness of 16-19 study programmes

<b>Lead Member of SLT</b>		<b>Jane Beacom</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Curriculum</b>			
<b>What aspects of our 16-19 provision do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>● To maintain the current broad curriculum offer without creating over large class sizes</li> <li>● To improve the outcomes at KS5 both in attainment and progress.</li> <li>● To improve the careers advice and guidance at KS5 to give students the knowledge of the full range of options available at the end of KS5</li> <li>● To improve the sixth form attitudes and skills to study and independent learning</li> <li>● To ensure procedures are robust in meeting the requirements of safeguarding students in the 6<sup>th</sup> form</li> <li>● To review and develop provision to ensure the experience in the 6<sup>th</sup> form is quality and provides a wide range of enrichment opportunities</li> <li>● To develop approaches to improve resilience and mental health of the students in the 6<sup>th</sup> form</li> <li>● To improve the transition arrangements for all students into the 6<sup>th</sup> form</li> </ul>			
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		identify time required)	be completed by)		Amber – on course Red – Further work
To investigate the benefits of using Unifrog to support the development of guidance towards making the right choices on post school pathways  Gatsby benchmark 3	S Robins  6 <sup>th</sup> form team	Meeting time with Unifrog team and 6 <sup>th</sup> form team	July 2021	Compilation of the provision available and how it will benefit our students and support staff and judged against the cost implication	
Develop HOP website and guidance for 6 <sup>th</sup> form students to provide a range of advice and guidance on post 18 opportunities within Hertfordshire  Gatsby benchmarks 2, 8	S Robins,  6 <sup>th</sup> form team	Creation of resources for use by 6 <sup>th</sup> form and contact with HOP lead from county careers to support its introduction	July 2021	Students to have a clear understanding of post 18 opportunities within Hertfordshire and have a clear understanding of how the website works for them	
Develop support for personal statements and application processes post 16.	S Robins,  6 <sup>th</sup> form team  L Morris	Training time for staff	July 2021	Improved quality of statements and offers from Universities	
Develop staff ability to write references for Oxbridge/UCAS and apprenticeship applications to support students further in their applications for Post 16 opportunities	S Robins  L Morris  J Beacom	Training time for staff	July 2021	Improved number of students achieving places at University and in Higher level apprenticeships	

End