

**Careers and Enterprise Company Personal Guidance funding**

**Case Study**

School: Oldfield School

Career Leader: Graham Nash

Pathway Planner project SLT Lead: Graham Nash

Coordinator: Graham Nash

[\* Pathway Planner—more details of costs](about:blank)

Using the Careerpilot Pathway Planner as a strategic planning tool for personal guidance

**Audience for this case study:**

CEC/Career Hubs/Career Leaders/ SLT

Level 6 Guidance Staff

Activity detail

A central issue the school, and many schools, have historically faced, is ensuring we have the capacity to provide high quality careers advice to all our students and to have a structure whereby information could be shared and actioned.

Firstly, the Pathway Planner provided a useful mechanism, through the RAG rating, for our in-school Careers Advisor to allocate her time more strategically, enabling her to provide advice to small groups, run shorter sessions or longer sessions for those in need of the greatest support. As the Careerpilot structure requires tutors to have an input throughout the process, this also provided a useful mechanism to ensure the involvement of the pastoral team, including the Head of Year in the process. Previously, while careers advice feedback was saved centrally, other relevant staff rarely accessed this information.

These factors meant that as the Careers Lead, I had the information to provide a more strategic approach to both addressing the needs of every pupil (Benchmark 3) and ensuring targeted and appropriate coverage of careers advice (Benchmark 8). I could then develop the whole school careers strategy that accurately reflected the needs of our students.

Aims and Learning Outcomes

Using the Careerpilot Pathway Planner to inform strategic careers planning and delivery: moving towards a fully integrated careers provision GB 3 & 8

Impact on student/school/curriculum

* Provided a strategic link between tutor, Head of Year, Careers Advisor and SLT allowing us to both monitor the effectiveness of the careers advice sessions and plan to address students’ needs.
* Allow the SLT lead to have a more robust approach to working with students at risk of NEET
* Provides a key source of information to inform destination data and progress onto next steps.
* Encouraged more regular and constructive dialogue between the Careers Advisor and the tutor team

“One of the key issues we’ve always faced is that too often it felt that the Careers Advisor operated in a separate sphere, providing good advice to students but these insights weren’t readily shared to others. The Pathway Planner allowed us to move towards a more integrated approach.”

SLT Careers Lead

**Top tips for anybody using the Pathway Planner model**

**Tip 1: Get all relevant staff on board and trained at the outset and establish clear expectations**

**Tip 2: Ensure all relevant staff have access to the latest, up-to-date information on students’ career plans, advice and experience. Develop structures that ensure staff routinely check these.**

**Tip 3: Think about how tutors, Heads of Year and other staff can then offer their feedback: close the loop**

How we are adapting/developing the Pathway Planner model:

* Extend the sharing of information to include parents and subject teachers.
* Identifying gaps in provision for student groups through tailored events, experiences or information sharing
* Embed the use and discussion of Pathway Planner into the tutor programme: tutors to meet with each student once per term

How this supports Gatsby:

Gatsby 3: Addressing the Needs of Individual Students-

Gatsby 8: Personal Guidance-

“The Pathway Planner has allowed me to be more strategic about my use of time and resources and be more creative about how I provide that guidance and advice.”

Careers Advisor

[\* Pathway Planner—more details of costs](about:blank) For more information contact [careerpilot@bath.ac.uk](about:blank)