

School: Brimsham Green School

Career Leader: Luke Penberthy

Pathway Planner project SLT Lead: Julie Revans

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Coordinator: Luke Penberthy

**Activity detail**

Students had a one-hour, introduction to their next stage progression choices, pre-guidance session, this was used to give the pupils an opportunity to understand all options, get students registered and to give them time to explore Careerpilot. At the end of the session they were asked questions about which of the routes they were interested in, using the Careerpilot Pathway Planner. The Pathway Planner tool provided results showing the pathways students were interested in and also how ready they were to progress. Students were RAG rated, this allowed the student to see what they needed help with and helped the careers advisor to tailor the guidance to the specific needs of the student. The Level 6 trainee provided guidance for each pilot student (with some mentoring provided through the project) Follow ups were then done by the tutors of the student to see how the student is doing a few weeks on and refer them for more guidance if required.

Aims and Learning Outcomes:

To train Careers Advisor to L6.

To pilot the Pathway Planner with 60 year 11s and 40 year 12s.

**Careers and Enterprise Company Personal Guidance funding**

**Case Study 5**

**How Careerpilot and Pathway Planner reports can enhance and target personal guidance to meet the individual needs of students**

**Audience for this case study:**

Career Leaders/ SLT

Level 6 Guidance Staff

[\* Pathway Planner—more details of costs](https://careerpilot.org.uk/adviser-zone/new-pathway-planner-tool-information-resources)

**Impact on student/school/curriculum**

The ability to view the students Career Tool Report and Pathway Planner results on Careerpilot allows the CA to identify areas of interest prior to the guidance session, this is extremely helpful if you have a pupil who is shy or nervous. It will help them open up and become comfortable if you can steer the conversation to their interests. It can also provide conversation starters, for example “I see you have been exploring careers within animal management, tell me more about this…”. This is extremely valuable in encouraging the student to open up and do most of the talking. The Pathway Planner allows the CA to understand the student’s knowledge base prior to the guidance, this helps tailor the session to the level of the student, as well as provide the right resources. You do not want to talk about Sixth Form for 10 minutes if the pupil has a good knowledge of Sixth and decides they do not want to go, you will just check their knowledge and then explore alternative options.

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Quote from: Luke Penberthy, CEAIG Co-Ordinator, Brimsham Green School.

*“The Pathway Planner has been a huge support in determining the best guidance for our pupils. It has allowed me to target guidance and resources to individual students and best support them going forward.”*

[\* Pathway Planner—more details of costs](https://careerpilot.org.uk/adviser-zone/new-pathway-planner-tool-information-resources) For more information contact [careerpilot@bath.ac.uk](mailto:careerpilot@bath.ac.uk)

Quote from: SLT

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

**Tip 1:** Ensure your teaching staff understand Careerpilot and the Pathway Planner and ‘buy in’ to the process. It is near impossible to be able to deliver the session to all students on your own, and teachers play such an important role in supporting the students so they should have at least some knowledge of how to best support them.

**Tip 2:** Ensure the ‘buy in’ from SLT is there before planning to integrate. It is a big change to how a programme may look like now and may take some time to see the benefits, therefore the confidence from senior leaders is important.

Tip 3: Make sure it is incredibly simple for the students to log in and remember their details, we encourage the exact same email login that they would use to get onto their school computer accounts.

**How we are adapting/developing the Pathway Planner model:**

We will be looking to begin the Pathway Planner in Year 10, rather than Year 11 so that students are well informed of their option choices earlier. The hope is that students can build a clearer picture of themselves and the opportunities available to them post 16.

**How this supports Gatsby:**

Careerpilot supports schools with meeting benchmarks 1, 2, 3, 4, 7 and 8 in our whole-school programme. We are embedding the use of Careerpilot in every year at school, with varying objectives, which support us in meeting B1. B2 is supported with the readily available LMI available on Careerpilot, both through researching job profiles and resources such as Hot Jobs. We are able to target guidance and offer detailed support, therefore addressing the needs of each student (B3). The Careerpilot pre-guidance Pathway Planner session is delivered during lessons, and provides the basis for exploration in years 10, 11 and 12, meeting B4.

B7 and B8 are most directly affected by the use of the Pathway Planner, being able to explore and learn about FE and HE opportunities and be given high quality targeted guidance.