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| **Live/Recorded**  | **Slide** |  | **What is the script and examples that will be used** | **Notes for Chat Management** | **Resources** | **Timing** |
| Live |  |  | Welcome to BM1 Module 1 of 4 ModulesThis session focuses on Building of a Strategic PlanUpcoming modules focus on building a stable, progressive programme, presenting programme/webinar and evaluationIntroduce Stuart/Marie and colleagues managing the chatStuart to give overview of logistics**Remind delegates that they should be referring to a copy of the** **Building a Strategic Plan Doc Resource** |  |  | 2mins |
| Live | Leanne’s Quote Slide 1 | Create **interest****I** | There is a headteacher in our network who speaks eloquently about ‘where careers sits’ emotionally and physically for him as a headteacher. He is very clear that careers provision is not about ‘opportunity’. This is about entitlement for each and every student. When I heard him speak, he asked delegates to imagine a situation where due to funding allocation/school focus that only half students could access Maths curriculum. He challenges why Careers provision is any different. Why should only some students have access to elements of careers provision?This first module is about building a strategic careers plan so that nothing is left to chance and so that each and every student is supported to achieve positive outcomes in education and employment. |  |  | 2mins |
| Live |  | Webinar Aims | Webinar Aims are relatively straightforward!By the end of this webinar you will be able to:* **Understand the value and benefits of a strategic plan**
* **Understand the process of building a Strategic Careers Plan**
 |  |  | 1min |
| Live | Discussion question  | What is possible/Risks of not having: Strategic Plan | Ask delegates “What is possible with a strategic plan?”Interested to know where your thoughts take you on this one – feel free to add ideas into the chat | Chat monitor ask:What is possible with a strategic plan? |  | 2mins |
| Live | Ideas  | What is possible | What is possible:* SLT support and resource
* Embedded progressive careers provision for ‘each & every’ student
* Whole school approach
* Distributed leadership for careers
* Careers embedded in curriculum
* Improved outcomes for ‘each and every student’
* Focused activity and ambition for each benchmark
 | If a suggestion comes in that we have missed and is of value – acknowledge idea and highlight to facilitator  | Guidance Doc | 2mins |
| Live | Resource | Describe the Guidance Doc | Strategic Plans ensure that the Careers Leader is able to implement the career programme and track impact.Please ensure that you have the Guidance Doc Resource to Hand | Go to resources tab | Guidance Doc |  |
| Recorded | Model | Overview of Model | We will look today at the model created by TeachFirst. This is a model to consider and there is real flexibility in how you may approach any and all elements of this process There are 4 steps to this process of creating a strategic careers plan* Vision
* Current state
* Key strategic objectives (student-centred and measurable)
* Action plan to achieve objectives

It is important to state that although we are going through these steps in an order, it is not necessarily THE order they have to be done inSome schools colleges may want to start with ‘vision’, others may want to start looking at ‘current state’It depends on where you are as a school/college where is most appropriate to start |  |  |  |
| Recorded | Step 1 | Vision | For a CL to have a clear steer focus for their work and to be able to ‘bring people along with you, it is important to have a concise, ambitious and inspiring statement that articulates the wider vision of what the school’s careers provision aims to achieve for students. This is about what you want to achieve for young people through your careers provision and it also links to the infinite aim of schools/colleges to best prepare young people to ‘succeed in life’ This document is set up as a prompt to collate stakeholder voice and to gather thinking on existing values/mission statements from the school/college.There are different ways of collecting the information to populate the ‘vision’ section – you can do this for ‘careers’ or it can be done as part of a whole school/college visioning process. There are several examples for Careers Leaders who have done this with support from an Enterprise Adviser and Enterprise Co-Ordinator. In the resources for this session, please look at the Cheadle Hume Case Study for an example of practice in this area.Both routes involve getting Stakeholder voice from students, staff, governors, EA, SLT and parents to inform the visionThere is no one way for you to approach this – one of the reflective questions from this session will ask how you might approach the visioning process and who you would involve in the process towards defining a clear statement about the intended outputs and outcomes from the Careers Provision | Go to resource tab | CH Case Study |  |
| Live | Step 1 | Vision | What are people’s thoughts around setting a vision for careers or more widely for the whole school/college? What questions do people have at this stage? | Reply to questions/Refer questions to MJ |  |  |
| Recorded | Step 2 | Current State | This is the background to the careers provision and strategic careers plan and allows reflection on **key** areas of need for the school/collegeThe document steers towards reflecting on:Compass DataDestination Data Local Context LMI This is where the expertise of your EC/EA is invaluable We encourage that this document/process should be done as a kickstart to **developing** a Strategic Plan and appreciate that this is not then static. In Module 4 we consider evaluation of the plan and programme to make sure that provision is continuously reviewed  |  | Guidance doc |  |
| Recorded | Step 2 | Current State | Within the Guidance Document is a template for a SWOT analysisThis is the most crucial element of reviewing current state when developing a strategic careers plan**What** you plot is critical here!You may want to focus on elements of the BMs or on strategic /operational factorsThe sheet includes elements to consider plotting and must be tailored to best meet your needs and your visionYou will need to think who to involve in this process – consider colleagues from SLT, EA, governors, etcOnce you have agreed what to plot and have plotted, it is important then identify key/priority areas for action from the SWOTOne of the reflective questions from this session will ask what would you plot in a SWOT analysis about the ‘current state’ of Careers Provision? |  | Guidance Doc |  |
| Live | Step 2 | Current State | What are people’s thoughts around considering and current state to be able to focus on the right strategic objectives? What questions do people have at this stage? | Reply to questions/Refer questions to MJ |  |  |
| Recorded  | Step 3 | Setting Strategic Objectives: Careers Provision | This is where you pull together all the key information from vision and current state to consider key strategic objectives for the careers provisionSetting the right strategic objectives is critical to drive action planning and content of programmeThink about the vision set and what Strategic Objectives come from thatConsider the reflections on Current State, including SWOT – what are the specific issues you are trying to solve, what would solve the problem and what does success look like |  |  |  |
| Recorded  | Step 3 | Setting Strategic Objectives: Whole School/College | It may also be appropriate to consider careers as part of the solution of whole school/college priorities and to set strategic objectives linked to school/college development plansIn current situation it is important that careers is part of the solution around establishing the new normal after Covid 19 and particularl supporting the most vulnerable students – all CLs should consider a strategic objective around supporting vulnerable groups on return to school/collegeAgain, this would mean considering What are the specific issues the school/college are trying to solve? What are the opportunities within Careers provision to support outcomes in this area?What does success look like?Who else is responsible?  | Ask delegates what they would need sight of/support with to include strategic objectives linked to whole school/college development plan?Add link to Sutton Trust report to chat <https://www.suttontrust.com/news-opinion/all-news-opinion/covid-19/> | <https://www.suttontrust.com/news-opinion/all-news-opinion/covid-19/> |  |
| Recorded | Step 3 | Strategic Objectives | The guidance doc includes some prompts to help shape strategic objectives It encourages CLs to consider:Vision: Should ‘setting a vision’ be a strategic objective/or seeking support around visioning processCurrent State: Should priorities form SWOT/BM/Data reviews shape strategic objectivesOr should whole school/college priorities shape strategic objectives – i.e. key recommendations from Ofsted/Key focal areas from school/college development plans One of the reflective questions from this session will ask what would you would anticipate being strategic objectives for your careers provision? |  | Guidance Doc |  |
| Live | Step 3 | Strategic Objectives | What are people’s thoughts around setting strategic objectives? What questions do people have at this stage? | Reply to questions/Refer questions to MJ |  |  |
| Recorded | Step 4 | Action Planning | The final stage always has to be identifying the steps towards meeting the strategic objectives and fulfilling the vision. The Guidance Doc offers an editable template of an Action Plan for you to edit and modify to suit your needs:Action Plan should include:Time-framesResponsibilitiesEvaluation plans |  |  |  |
| Recorded  | Step 4 | Action Plan Example | We have created an ‘example’ sample from an Action Plan, which addresses a strategic objective of: Ensure that key stakeholders know and understand careers provision and that stakeholder voice is used to inform careers provision” There are lots of example actions in the plan and not all be relevant to your setting! | Go to resource tab |  |  |
| Recorded | Round Up | Next Steps | We have covered a lot today and this session should stimulate some big thinking! It is important to consider next steps once you have completed the process to secure buy-in and shared responsibility as appropriateConsider your EA and how this will be shared with SLT/governors to then be shared across the school/college |  |  |  |
| Recorded | Resources | Overview | Before we consider final questions and share questions for reflection, here are some key CEC resources, which are available via our website:* In addition to School/College Roadmaps and Toolkits (including a SEND toolkit) there are also recent guides for governors and headteachers. A key resource is also the EIF Guide for Careers Leaders and School Leaders
* There is funded face to
 | Add CEC website link into chat <https://www.careersandenterprise.co.uk> |  |  |
| Recorded | Online Training  | Overview | * This webinar has been based on content developed by TeachFirst as part of free online modules in Careers Leadership – these can also be accessed via website
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| Recorded | Face to face Training  | Overview | * Careers Leaders can register interest in funded face to face training up to Level 6 in Careers Leadership. This training has been delivered to over 1300 Careers Leaders and has been really valued and transformative in terms of embedding a strategic approach to careers leadership across schools/colleges
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| Live | Close and Questions | Questions | Key Questions from Chat |  |  |  |
| Live  | Questions |  | There are some reflective questions for you to consider in the chat around setting a vision, SWOT analysis and strategic objectives We are also keen to receive questions for a surgery at the end of the webinar series via this chat which will remain open until the surgery on 22nd May Thank you so much for joining us and we look forward to seeing you in the next webinar on building a stable & progressive careers programme | Add questions to chat:1. How might you approach the visioning process?
2. What would you plot in a SWOT analysis about the ‘current state’ of Careers Provision?
3. What would you would anticipate being strategic objectives for your careers provision?
4. What questions do you have to be addressed in the surgery on 22nd May

Can we add booking link for Module 2 into chat? |  |  |