

**Careers and Enterprise Company Personal Guidance funding**

**Case Study 6**

**How the Careerpilot website & Pathway Planner tool has helped develop a whole school careers programme**

**School: Ashton Park**

**Career Leader: Mr David Coates**

**Pathway Planner project SLT Lead:**

**Mr David Coates**

**Coordinator: Kathy Jemmott**

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

**Aims and Learning Outcomes:**

**To introduce Careerpilot for whole school use, to meet the 8 Gatsby Benchmarks**

**Activity detail:** The school has written a Career Programme and Career Policy for the whole school based on the use of Careerpilot as its main careers resource.

**All year groups to create a personal account on Careerpilot -** starting with Years; 11,12 &13 and

working backwards to Year 7, through their PSHE/SMSC career lessons. After the first year only the new Year 7s and 6th form external students will need to create an account.

**Assemblies -** Careerpilot Powerpoint presentations delivered to each year group prior to their PSHE/SMSC scheduled lessons, in Y11/Y12 this will be the pre-guidance and Pathway Planner ession.

**Pastoral Programme -** Careerpilot Tutor programme lessons - Selected plans used in tutor time and linked to the relevant term for each year group. Added to this, tutors throughout the year will review each students Careerpilot account and have a brief discussion (during tutor time) as to their developments, progression and any questions they may have. Information recorded on their account can be used at Parent Evening appointments, particularly relevant to Years 9 to 13.

**Curriculum programme -** Subject faculties to use Careerpilot information relating to their subject including LMI, at appropriate times throughout the academic year i.e. Options selection, careers fair, linked to visits and workshops and Post 16 and 18+ choices.

**Personal guidance:** Will use Pathway Planner results to target guidance according to RAG score.

**Impact on student/school/curriculum**

Introducing a careers programme will encourage all students to be ambitious, broaden their horizons and explore their own career aspirations throughout their school life. Ensuring they are ready to take the next steps whether in their learning or career.

As a school this programme helps all staff to support students in their decision making and provide relevant and up to date information for both them and the students.

Students will be well-prepared for personal guidance and this will be provided by individual needs.

**Audience for this case study:**

CEC/Career Hubs/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) For more information contact [careerpilot@bath.ac.uk](mailto:careerpilot@bath.ac.uk)

**How this supports Gatsby:**

Introduction of the Careerpilot programme assists with achieving the 8 Gatsby Benchmarks within the school. Linked to additional events and programmes, offer an all round careers package that meets the needs of individual students.

The use of the Pathway Planner model and triage tool for Y11 and Y12 will meet Gatsby 3 and 8

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

**Tip 1: When setting up groups think how you want to view reports - could be tutor, subject group. Having a whole year group is not recommended as this is a long report to view and also particularly when assigning staff who can have access to the student accounts., it is best they get assigned to the groups they need to see.**

**Tip 2: Use the Pathway Planner pre-guidance session and RAG Triage Tool at the appropriate time to get the most relevant information for effective guidance support. Too early and the Pathway Planner report might be showing too many reds.**

**Tip 3: If there is too much space before the students doing the triage tool and the guidance taking place then the results might be out of date and they might need to re-do it before guidance takes place.**

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

All aspects of Pathway Planner are relevant to each student from Year 11 to 13 and will be rolled-out across both year groups.

The Pre guidance, Pathway Planner Tool and RAG Triage Tool are essential in supporting the guidance officer to determine a starting point for the 1:1 interviews.

**Developments to this are**;

**Immediate** - Initial interview times will only be; 25 or 50 minutes long - can include group guidance session if appropriate.

**Future Plans** - If time allows eventually this will be offered to Year 10 and possibly 9 - As the programme is embedded in the school careers programme, students will gain more information earlier in their school life and so longer initial guidance sessions will be reduced.

**Quote from Careers Coordinator.**

**“Having been introduced to Careerpilot it has changed how I organise careers within the school to the advantage of students.**

**Staff were on board from their initial introduction and are keen to get going’.”**

**Quote from SLT Link.**

“Careers in this school is certainly a lot higher on the agenda, because of the CEC project and Careerpilot -which gives us a framework. It's gone from a lot of interfacing with the kids to this strategic model about how we get proper careers education and guidance to all the kids. Starting at Year 7, so that it feels it's a (all school) through model.”