CEAIG Action Plan

Implementation checklist

Explore	Are we confident that we have identified the right pupil needs by drawing on a range of data and perspectives?	
	Have we selected evidence formed approach that meets pupil needs and is suitable for our setting	
	What is needed to implement this particular program or practice?	
	Are we aware of potential barriers and enablers to change in our setting?	
	Is the approach feasible to implement?	
Prepare	Have we conducted implementation planning collaboratively so that it unites understanding	
	Is there a shared understanding of why the change is taking place, what it entails, and how it will be implemented?	
	Have we selected a tailored package of strategies to implement the approach and address implementation barriers?	
	Have we identified and empowered a range of people across the school who can support the changes	
	Are systems and structures in place to enable effective implementation?	
Deliver	Is delivery of the approach treated as a process of ongoing learning and improvement?	
	Are systems in in place to monitor implementation, identify barriers and enablers and make improvements?	
	Do staff feel supported by the actions of leadership?	
	Is initial professional development being reinforced by follow on support such as feedback, prompts and reminders?	
Sustain	As new priorities emerge, is sufficient support in place to protect and maintain the implementation effort?	
	Do leaders continue to acknowledge and support good implementation practices?	
	Are a range of staff involved so that we aren't over relying on individuals?	
	Before deciding whether to continue, scale up, or stop an approach, have we reviewed the previous implementation effort and outcomes achieved so far?	

Ensure all students understand vocational options (BTETCS/T Levels)			
Why is this important?	So that students feel confident they are making an informed decision at post 16		
What does Success look like?	- students can articulate what a BTEC is - students can articulate what a T level is		
Domain	**What / How**	**When?**	**Who?**
CARE sessions	- Incorporate in all CARE sessions a session on post 16 options, including BTECs and T levels	During relevant CARE sessions	SLa
Assemblies	- During careers week design an assembly on post 16 options for all years	Feb 25	SLa
Outside speakers	- Book in Notts College or other provider to go through T levels		SLa
Inform parents	- Produce a short guide to post 16 options that can be shared with parents/put on the website	Sep 25	SLa

Highlight the careers team throughout the school so all students aware of who they are			
Why is this important?	Students are aware of the CEAIG team, what they do and how they can help		
What does Success look like?	- students know who the careers team is; Rebecca Wingfield, Stewart Laing, Luminate careers staff - know where to go for careers appointments		
Domain	**What / How**	**When?**	**Who?**
Displays	- Displays to be created with photos of all named staff on	Sep 24	RW
Assemblies	- Intro assembly for careers (outline what we offer), all named staff to attend so that students are aware	Oct 24	Sla
Lunch drop ins	- Luminate/Becky to attend a lunch time once a half term as a careers drop in and to highlight careers	Each half term	RW
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Ensure students have a detailed understanding of the local labour market	
Why is this important?	Students can make informed decisions about their future
What does Success look like?	- students can articulate what are the main industries in the area

	- students understand the financial implications of taking different career paths - students aware of what skills/training/qualification they need for different pathways		
Domain	**What / How**	**When?**	**Who?**
CARE sessions	- Update CARE sessions on LMI and make it clearer this is what we are studying	When relevant	SLa
Local employer talks/visits	- Organise local employers to come in and meet with students, extra to careers fair	When relevant/ able	SLa/RW
Update website	- Ensure that website is accurate, use Unifrog info to keep relevant	Ongoing	SLa
Promote use of Unifrog	- Send half termly info re Unifrog to all students emails as well as via class charts to promote it	Each HT	SLa

Ensure that all curriculum areas link their subjects to careers, and this is embedded			
Why is this important?	Students can make links between their curriculum subjects and modern Britain		
What does Success look like?	- students can link subjects to career pathways - visible within faculty area - visible/heard in lessons		
Domain	**What / How**	**When?**	**Who?**
Make links visible	- Ensure that every subject area has a careers in.., display, where possible in the classroom	ongoing	RW
Highlight importance of careers to faculty areas	- Discuss at subject leaders' meetings, recreate the careers ambassadors	HT1	SLa
Embed within teaching	- Share science example of linking careers to subjects with the view to create this format throughout the school	HT1 ongoing	Sla/SL
Promote business links	- Ensure that all subject areas have a business link, and this is visible, use this link to support with careers/apprenticeship week	HT1	RW/Sla