



Our school's vision:

Hillview Pure Potential through the development of the 4 I's in our students.

Our vision statement for Careers Education:

Vision Statement: Exploring future pathways to reach your pure potential

Aim: To deliver a Careers Program that embodies the Hillview Pure Potential

Independence: Empower our learners with knowledge and tools to discover pathways and careers

Inspiration: Promote an 'I can' approach to future aspiration.

Innovate: Create a personalised curriculum with a multiple layered approach careers program

Inclusivity: Enable encounters and experiences accessible for all, promoting and responding to the unique needs of our learners.

Our Strategic Priorities for Careers

1. To develop a documented, responsive, and differentiated careers learning journey that is planned, progressive, and adaptable , ensuring it is guided by relevant career-related learning outcomes that support individual growth and aspirations.
2. To improve the involvement with our external stakeholders in the development and delivery of the careers program at Hillview
3. To implement the new Gatsby and Government guidance related to Benchmark 6 experience of the work experience requirement across the school.

School, Special School or College Name:	Hillview School for Girls
Date Strategic Careers Plan Created:	September 2025
Date approved by SLT:	October 2025
Date approved by Governors:	
Proposed Review Date:	October 2026
Careers Leader Name:	Marnie Lines and Jacquie Birch
Strategic Careers Plan - Academic Year:	2025 - 2028

Priority 1: To develop a documented, responsive, and differentiated careers learning journey that is planned, progressive, and adaptable, ensuring it is guided by relevant career-related learning outcomes that support individual growth and aspirations.

Strategic Objectives "SMART statement outlining focus area"	Outcomes "What would success look like?"	Actions, including CPD/resourcing "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time/Milestones "When do you aim to have this completed by?"
Year 1 Planning				
Establish a regular onboarding process for new students (yr 7/12, The View/ViewPoint)	By end of Term 1 all new students on boarded	Arbor data is up to date Coordinate with The View/Viewpoint regarding data Time in mentor for YR 12/ICT for Yr7	JBR for data transfer to Unifrog, coordinate with The View and Yr 12 Pastoral MLN Yr7	End of term one each year
Future Skills Questionnaire to all learners at end of term 1/start of term1	75% complete the questionnaire	Time in computer science for yr 7/8 to complete, Yr 9 in PDL Mentor time with laptops for KS4 and 6 th formers	JBR to schedule delivery and timing to complete	End of term 1
Work with Key Stage pastoral team and PDL to develop a well sequenced careers plan	Clear learning objectives to all our career encounters/events that use common language across the school	Regular meetings Arranging termly to be in computers rooms to complete Unifrog/skill builder online	JBR: KS5 MLN: KS3, KS4	End of Sept each year
Embedding of the Skills Builder language across the school	Use common terms/images across the school	Support on Sharepoint for staff to access with resources Weekly support session Regular updates reminders at staff meetings/briefing	JBR MLN	On going
Examine data and destinations for key groups to identify areas to improve	To examine target groups career journey and identify key points where interventions and support could have been provided to make improvements	Results day collecting destinations Logging on spreadsheet Using office to support following up with students	MLN yr 11 JBR yr 13	Term 1

Year 2 Implementation				
Use data to develop a more responsive personalised learning journey during those key years	Yr 9/11/13 as key years to investigate how we are personalising the careers journey for key groups such as PP/EAL/at risk of NEETS/	Work with CL to ensuring they are embedding careers and skills builder language across the Key Stages and across the year	MLN/JBR	ongoing
Regular meeting with key groups to ensuring support is appropriate	Work with SEND team and pastoral team to identify low attendance/vulnerable to develop a more personalised program for these learners	Regular meeting with SEND and KS pastoral teams Use of Arbor	MLN/JBR	ongoing
Year 3 Evaluations/Review				
Regularly review the program at the end of each academic year	Ensure data is collected from students, staff and employers regarding program to ensure we have one that meets the needs of our learners and caters to those who make require additional support such as attendance concerns and SEN	Use questionnaires, discuss with staff Review activities, discuss with SLT Review Gatsby expectation Use Compass data to shape teh program	MLN/JBR	Ongoing (not just in the last year but each year)

Priority 2: To improve the involvement with our external stakeholders in the development and delivery of the careers program at Hillview				
Year 1 Planning				
Strategic Objectives "SMART statement outlining focus area"	Outcomes "What would success look like?"	Actions, including CPD/resourcing "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time/Milestones "When do you aim to have this completed by?"
Redevelop the website	High traffic by multiple stakeholders, parents, employers and alumni	Work with SGA to ensure webpage is at previous standards with stakeholders, plan and programme and is regularly updated (termly)	MLN/JBR	Summer 2026, termly moving forward
Redevelop the newsletter		Work with KFL and SGA to examine how the newsletter could be more concise	JBR	Summer 2026
Improve parent knowledge and understanding of careers meeting	Parents at key transition attend school meetings where FP is present and presenting Introduce parent access to Unifrog Use of arbour to notify parents of child attending a CM Develop a Parental Careers Learning Journey	Develop the website Well times clear letters home during key transitions/activities Follow up afterwards with parents on activities and how they can support at home	MLN/JBR	ongoing
Developing a database of employers	Extensive list on Careers Partners on Compass +	Establishing connections with local business groups Working with The View Contact parents about providing	JBR MLN LBS??	ongoing

		opportunities Work with teh CEC and their data base (hands up questionnaire for support on a event by event bases)		
Gather feedback from parents	To understand how parents feel about careers in school and their confidence in supporting their child through the key transitions	Use of questionnaire Possible CEC project Use data to help develop more support for parents	MNL/JBR	At the end of each yr
Year 2 Implementation				
Improve parental knowledge and understanding of careers	CPD for Careers Leads Support for Parents using a range of models	Use data from parent feedback to develop a program for parents Teams session/training CEC training modules In person meetings Parents Form	MNL/JBR	ongoing
Network with other similar schools to develop cross school opportunities with employers	To review how other school use their stakeholders to develop their careers program and encourage involvement	Network with other schools Use CEC's data base of employers Research	MLN/JBR	ongoing
Year 3 Evaluations/Review				
Regularly review	Ensure data is collected from students, staff and	Use questionnaires, discuss with staff	MLN/JBR	ongoing

	employers regarding activities to meet GB6 to ensure relevance, meaningfulness and	Review data and use to review program to meet GB6		
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Priority 3: To implement the new Gatsby and Government guidance related to Benchmark 6 experience of the work experience requirement across the school.				
Strategic Objectives "SMART statement outlining focus area"	Outcomes "What would success look like?"	Actions, including CPD/resourcing "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time/Milestones "When do you aim to have this completed by?"
Year 1 Planning				
Review last years GB6/7			MLN/JBR	Sept 2025
Develop a new system to track and record wex	Buy into Unifrog to compare against own systems	Time and being more efferent	MLN/JBR	Summer 2026
Use the establish careers program/PDL to 'introduce and inspire' the proposed meaningful experiences	Unique mentor/PDL program for KS3/4	Work with KS3/4/5 pastoral teams and PDL department to develop unique program Use of skills builder language	MLN/JBR	Ongoing, reviewed every summer
Reestablish Yr 10 wex	2025-26: 1 day (Spring 2026) 2026-27: 2 – 3 days(1 Spring and then July) 2027-28: 5 days (July	Work with SLT to determine dates/timeline	MLN	Initial plan by sept 2025 Future dates by summer 2026 Carried out by

	2028/summer term)			summer 2028
Redevelop trip requests to more directly incorporate career requirements	Link to Gatsby Benchmark 4/6/7	Meeting with SLT in charge of trips to review Gatsby requirements Review language used for the as an employee encounter or an experience of the workplace	MLN/JBR	Spring/summer 2026 Used 2026-2027 Reviewed
Review of the super curriculum across KS3	All KS3 students have at least 5 'encounters of the workplace'	Map what we currently offer across KS3 and how these opportunities can be adjusted to meet the 'meaningful' expectations	MLN/JBR	Review with departments spring 2026 Part of the Careers program for 2026-27 Review success summer 2027
Year 2 Implementation				
Use the establish careers program/PDL to 'introduce and inspire' the proposed meaningful experiences	Unique mentor/PDL program for KS3/4	Work with KS3/4/5 pastoral teams and PDL department to develop unique program Use of skills builder language	MLN/JBR	Ongoing, reviewed every summer
A clear plan for the 10 days across KS3/KS4	KS3 Yr 7 Drop down Yr 8 trip/drop down Yr 9 link to trips/GCSE options day? Or PALs? Yr 10 2026-27: 2 – 3 days(1 Spring and then July) 2027-28: 5 days (July	Work with SLT Work with CEC's data base of employers to develop appropriate and meaningful day for our learners	MLN/JBR	ongoing

	2028/summer term)			
Use our Future Skills Data to shape the focus in the KS3 Introduce phase of GM6	To examine students understanding of events and see if a connection to GB6 is made clearly	Review last years and this years data Review trips/activities that were completed last year to meet the modern BM6	MLN/JBR	ongoing
Year 3 Evaluations/Review				
A clear plan for the 10 days across KS3/KS4	Using of trips/drop down days to meet the 5 days of KS3 5 days of placement for KS4	Work with SLT and review the last 2 years and develop a clear program to meet GB6	MLN/JBR	Term 1
Regularly review	Ensure data is collected from students, staff and employers regarding activities to meet GB6 to ensure relevance, meaningfulness and	Use questionnaires, discuss with staff Review data and use to review program to meet GB6	MLN/JBR	ongoing

