



**Strong businesses drive economic growth, and for businesses to thrive and prosper we need a skilled workforce. It is essential that the young people of our District gain the relevant qualifications and experience in schools to augment this workforce.**

This Plan sets out what education and skills providers, the Council and other partners and businesses, will do together to make sure that we offer the pathways to the skills our young people need.

If together we deliver this plan then we genuinely have the opportunity to bring prosperity to the whole District.

**Andrew Laver**  
Chair District Board



This plan outlines a vision for careers and technical education to power the district's economic growth.

Alongside the Bradford District's Workforce Development Plan – People, Skills, Prosperity – it provides a framework for education providers and employers to take a joined-up approach to developing the skilled and agile workforce required by local business to ensure our district and our people can flourish.

By collaborating on the design and delivery of education and training, employers and educators can help ensure that our young people gain knowledge, skills and competencies so they are well equipped to make a successful transition into the world of work and enjoy a successful career.

I am confident that the work outlined in the plan can have a positive impact on the lives of young people and businesses across the district and I am excited to be supporting this ambition.

**Councillor Imran Khan**  
Portfolio Holder for Education,  
Employment and Skills

# The 5 year plan

**AIM:** That Bradford District delivers a transformational sector-based careers pathways approach to Careers and Technical Education (CTE), equipping learners with future-proof, transferable experiences and skills to move beyond post 16 choices with ease.

We will provide leadership and guidance to support, build, and sustain career pathways, partnerships and delivery models to improve CTE in the District and outcomes for young people.

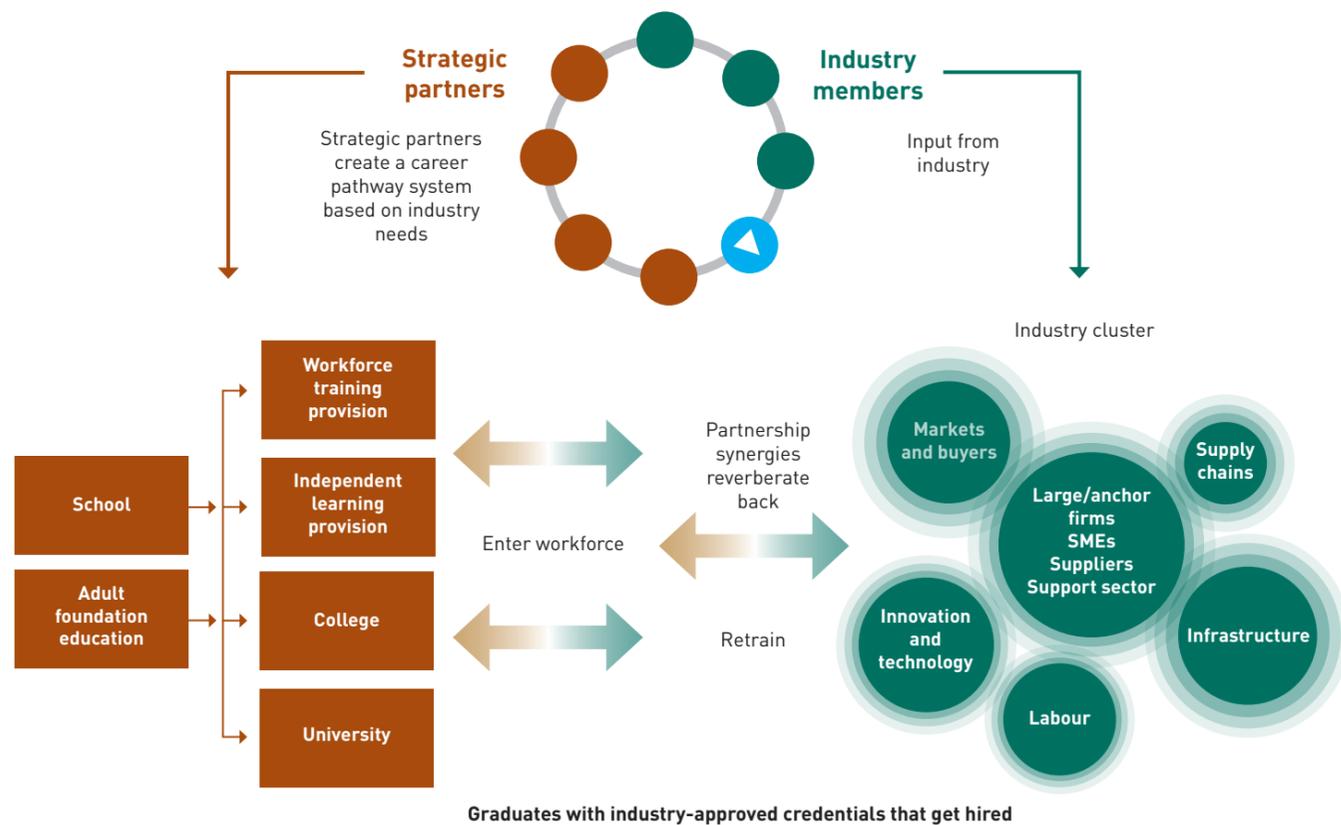
The partnership 5-year plan reinforces Bradford District's Workforce Development Plan, to build a successful economy working collaboratively to ensure our children and young people gain the education, experience, training and networks required for economic success.

**Our mission** is to grow CTE alliance with our partners that will engage students in meaningful learning. Connecting student's interests and imparting deeper learning as to how technical, academic skills and knowledge application supports education and ultimately career pathways.

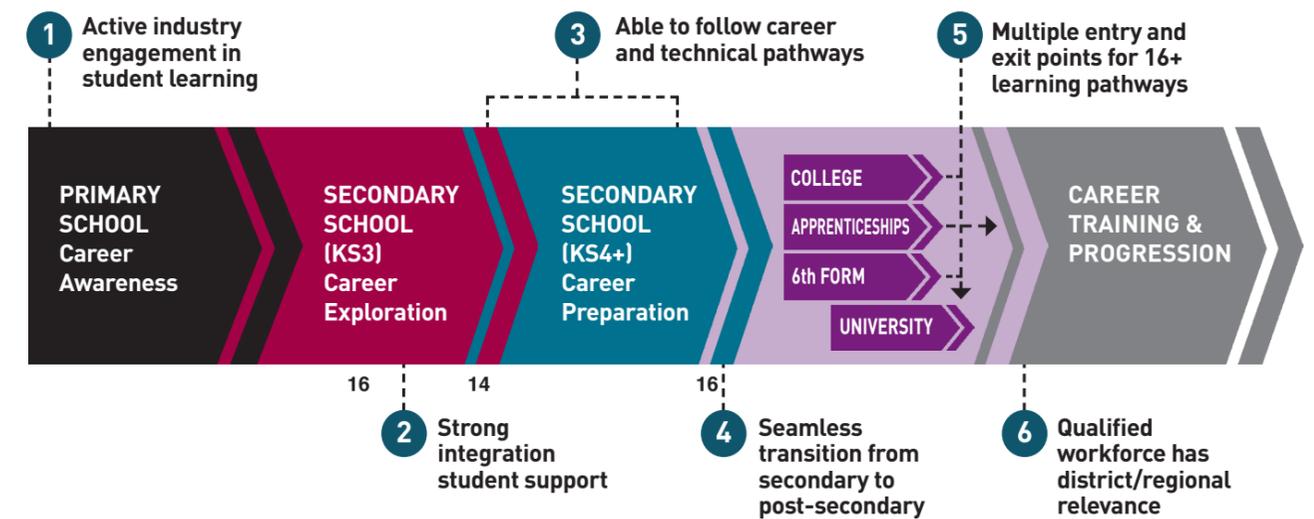
As a result contribute to growing the economy of the District; Raising attainment and aspirations for its young people, embedding career pathways that meet the skill needs of businesses in Bradford District and beyond.

## Sector partnership to career pathways

### Sector partnership relationship model



## Career and Technical Education Continuum

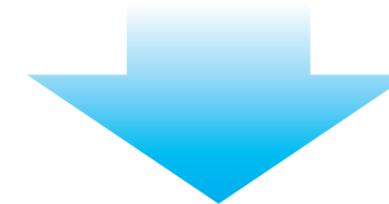




## Immediate Priority Actions:

- **Communication strategy and platforms to showcase and shout about best practice**
- **Stretch and challenge KPIs, to deliver sector-based experiences for our young people**
- **Align resources and synchronise ways of working (WOW effect)**

Secure and develop talent, building and aligning skills	Strengthen, secure and expand access to quality CTE provision	Deliver economic vitality and sustainability	To lead careers innovation for our schools, partners and businesses	Future scope for today and tomorrow's young people
<p>Build and connect partnership networks between education and businesses.</p> <p>Deliver an essential skills framework that develops in order to meet young people's needs.</p> <p>Increase reach and improve quality of provision.</p> <p>Become Bradford District's talent pipeline hotspot.</p>	<p>Infuse pathways into the district and into guidelines.</p> <p>Develop and deliver a continuous improvement of services.</p> <p>Identify sector pathways, critical occupations.</p> <p>Empower educators and young people to grow high quality provision.</p>	<p>Promote and facilitate links with employers.</p> <p>Develop service governance and arrangements.</p> <p>Measure system change and performance.</p> <p>Boards enable and support rigour, insight and challenge.</p>	<p>Deliver evidence based and Innovative approaches in an agile way.</p> <p>Assess, align and sustain resource.</p> <p>Increase education engagement and development of sector-based pathways.</p> <p>Strengthen and grow partnerships, ICE becoming the pivotal CTE hub.</p>	<p>Provide 4 yr old to post-secondary inclusive provision.</p> <p>Team development programme to allow continuous improvement.</p> <p>Utilise credible sources to deliver a framework that supports today and tomorrow.</p> <p>Update and align CTE offer to meet demand to enrich and enable greater lives.</p>



## Strategic governance of all aspects of CTE across the district.

### Developing, implementing and modifying District/Sector CTE Plan

### Reviewing policies and programmes and aligning workforce development programmes that support a comprehensive and streamlined workforce development system

#### Developing continuous improvement strategies for:

- Identifying and removing barriers to better coordinate, align and avoid duplications of services
- Advocating the use of sector career pathways
- Conducting effective outreach and providing access for individuals and employers
- Establishing a comprehensive system for performance accountability measures
- Sense checking that a future thinking and dynamic sector pathway framework is being designed and delivered
- Identifying and disseminating information on best practice
- Allocating programme funding
- Preparing annual reports
- Developing policies to enhance the performance of the workforce development system

# The role and responsibilities of our employers

- 1** Identify partners and collaborate with schools and industry leaders. To mutually benefit from insight, knowledge and expertise in the Labour Market.
- 2** Establish sustainable partnerships with schools. Embedding the CTE approach to workforce development.
- 3** Develop educator's knowledge. Support schools to enhance and enrich the development of all school staff.
- 4** Identify skills gaps within industry. Help to inform curricula for experiential and contextualised learning in schools.
- 5** Bring the world of work to life. Support for young people to understand career pathways, skills, competencies and sector-specific knowledge.
- 6** Work-based learning opportunities. Provide access to personal development opportunities for employees. Offer mentoring and coaching opportunities with young people to support them in reaching their potential.
- 7** Collaborate with educators to develop industry-based projects, access to on site training spaces, specific equipment, supplies or tools. Deepen the understanding of industry and career sectors for our young people, whilst providing practical experience for innovation within high quality facilities.
- 8** Provide guidance on knowledge, skills and abilities. Supporting development of a relevant and coherent curriculum to sector specific pathways .
- 9** Guidance on required certificates, qualifications, and credentials. Respond to current and future skill requirements of industry for students by providing expertise on pathways.
- 10** Create a pipeline for future talent. Develop key competencies, skills and knowledge of young people to target the current and projected skills gap in industry.



# The role and responsibilities of our educators

- 1** Provide young people with academic, technical and employability skills
- 2** Include multiple opportunities for students to apply their knowledge in the real-world
- 3** Encourage, support and participate in discussion across education sector
- 4** Unlock opportunity for those who are marginalised from being active in the economy
- 5** Promote problem-solving and critical thinking
- 6** Access to personal development for teachers and students
- 7** Supply young people with advice and guidance to make well informed decisions
- 8** Foster strong partnerships to strengthen CTE and ensure young people have access to high quality pathways to success
- 9** Align curriculum with the skills and attributes required to prepare students for high growth industry sectors and that they need to meet their own goals

Career awareness	Career exploration	Career exploration and preparation		
Key stage 1-2 (age 5-11)	Key stage 3 (age 11-13)	Key stage 4 (age 14-16)	Post 16	FE / HE
<ul style="list-style-type: none"> <li>Support Key stages 1 and 2 to raise aspirations and awareness of the different careers and occupation</li> <li>Practice and develop essential skills</li> <li>Raises attainment and attendance</li> <li>Contextualised learning aligned to the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Careers awareness education programme aligned to Bradford sector framework</li> <li>ICE awareness and promotion</li> <li>ICE cohort recruitment</li> </ul>	ICE programme of study / pathway		
		GCSE options mix (relevant to sector)	Academic qualification(s) (relevant to sector)	FE / HE paths
		Technical qualification(s) (relevant to sector)	Technical qualification(s) (relevant to sector)	
		4 yr sector based curriculum enrichment programme		
		4 year sector based curriculum enrichment programme		
Integrated contextualised work-related learning		Work based learning placements		
Business informed and engaged				
Experiential pedagogy				

## 2019 – 2020

### Key Activities

- Launch Careers and Technical Education plan Oct-19
- Launch website
- Alignment of Bradford Pathways and ICE within the CTE strategy
- Align to career support services include work experience
- Set our approach to work with schools -single approach and coherent narrative
- Set our approach with businesses, provide a single approach and coherent narrative
- Synchronise the work with Boards
- Establish baseline data, targets outputs and impact measures
- Set communication plan and timeline
- Undertake vulnerable young people review
- Map provision under our framework
- Launch Essential Skills Framework
- Evolutive: CRM system in place national, regional
- Develop secondary careers framework

## 2020 – 2021

### Key Activities

- Primary CTE Framework delivery
- District careers and transition calendar
- Establish the 3 new ICE Partnerships
- Gap analysis ICE pathways maturity review
- Establish further teacher CPD programme
- Establish delivery of vulnerable young people review
- SWOT - review learning partners
- Set up an independent review panel
- Establish career digital platform including learner passport

## 2021 – 2022

### Key Activities

- Develop, through partnerships, certificates of achievements that reflect business requirements.
- Identify and plan for new qualifications requirements
- Review innovation and skill development within businesses
- Ongoing performance review
- Launch an integrated 'best practice' pedagogical approaches to contextualised learning guide
- Summer schools across all ICE sectors

## 2022- 2023

### Key Activities

- Full suite of curriculum support materials across all phases
- Reassess our customer value
- Review Impact of technology
- Explore vision and refocus

## 2023- 2024

### Key Metrics

- All schools are engaged with our CTE framework
- All teachers have been engaged in some type of sector based CPD
- All students have been involved in CTE activity /sector programme

**Develop and increase relationships with CTE delivery partners**

**Continue to ensure alignment with policy/ programme development**

**Identify new opportunities**

**Development of the ICE Team**

**Further work to embed the CTE approach across the District**

**Develop and service governance arrangements**

**Identify and analyse and showcase best practice**

**Continue to develop and review sector plans**

**Increase funding streams from partnerships and finesse our year-on-year plan**

## Stay in Touch



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The wording in this publication can be made available in other formats such as large print and Braille.

Please call 01274 434702.