

The Careers Strategy

A guide for secondary school headteachers

The Careers & Enterprise Company was established in 2015 to help link schools and colleges to employers, in order to increase employer engagement for young people.

During our first three years, we have worked with Local Enterprise Partnerships to build a national network which now links 2,000 schools and colleges to employers. We have also funded 150 programmes to provide high quality employer engagement activities to young people where they are most needed.

The Government's Careers Strategy, published in December 2017, expanded our role.

Our role is to link schools and colleges to employers and to help them deliver world class careers support for all young people by:

- 1. Building Networks:** Linking schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.
- 2. Supporting Careers Leaders:** Providing training and support for Careers Leaders in schools and colleges.
- 3. Backing the Gatsby Benchmarks:** Supporting implementation of a best practice standard for careers support, the Gatsby Benchmarks, with tools and targeted funding.



What's included in this guide:

- 1. Careers Strategy & Statutory Guidance**
- 2. Support available to your school**
- 3. Five key priorities for your school**
- 4. An example of best practice**
- 5. Careers Strategy Checklist**

1 | The Careers Strategy & Statutory Guidance

In December 2017, the government published its Careers Strategy which “aims to meet the skills that the country needs on the whole by connecting the worlds of education and employment.” In January 2018, the Department for Education (DfE) expanded on this aim in its statutory guidance for secondary schools. There is an expectation for schools to take a strategic approach to the development of their careers provision and should be using the Gatsby Benchmark framework. This framework and benchmarks were first established by Sir John Holman in the Good Careers Guidance report (2014) and are based on extensive, robust national and international evidence.

Secondary schools are expected by government to begin using the Gatsby Benchmarks to improve careers provision from January 2018 to meet them by the end of 2020.

The DfE’s guidance outlines that whilst the benchmarks are “not a statutory framework... by adopting them schools can be confident that they are fulfilling their legal duties”.

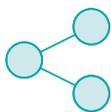
Research conducted by the UK based charity Education and Employers has for the first time in England demonstrated a link between young people’s engagement with the world of work through career talks and their GCSE attainment by using a Randomised Control Trial (RCT).

The research, ‘Motivated to achieve’ shows that participation in career talks with volunteers from the world of work can change the attitudes of Key Stage 4 (14-16 years old) pupils to their education. Head teachers should ensure schools not only meet their legal requirements set out in the statutory guidance, but also equips its pupils with the tools and knowledge to make informed choices about their futures.

Please see the Careers Strategy checklist in section 5 which will help support you in meeting the necessary requirements.



2 | Support available to your school



1. Access our network

Partner with an Enterprise Adviser and Enterprise Coordinator: We'll partner you with an Enterprise Adviser, a senior business volunteer and our trained Enterprise Coordinator to support you in the delivery of your careers programme.

Work with an Enterprise Coordinator: Our Enterprise Coordinators work with clusters of up to 20 schools and colleges and can connect you with employers and careers providers in your area and support you in meeting the Gatsby Benchmarks.

Partner with an Enterprise Adviser: We'll partner you with an Enterprise Adviser, a senior business volunteer, who can provide strategic support in developing your careers and enterprise plan and build employer networks.



2. Support for Careers Leaders

Online Careers Leader Training: [Sign up](#) to our free online training course designed with Teach First to learn more about the Careers Leader's role.

Training bursary: We are offering Careers Leaders a bursary to carry our training with one of our 14 approved training providers. There are courses to suit a range of needs including both accredited and non-accredited options

Careers Leader Resources: We've created a [6-step guide](#) for newly appointed Careers Leaders to help them make a successful start in their role. It includes essential information, resources and practical tools to get started.



3. Help meeting the Gatsby Benchmarks

Compass/Compass+: Evaluate your school against the Gatsby Benchmarks using [Compass](#), our online self-evaluation tool. Use [Compass+](#) to monitor and track provision at an individual student level.

[Gatsby Benchmark Toolkit-Understand the Gatsby Benchmarks:](#) A framework of eight guidelines that define the best careers provision in schools and colleges.

Find high-quality programme providers: Use our [Provider Directory](#) to find organisations who are able to deliver high-quality careers programmes within your school.



4. Ofsted Guide

Head teachers will want to consider the intent, implementation and impact of careers education and there are several key sources of information to consider when considering the quality of the careers programme. Download our guide to the new Education Inspection Framework [here](#).

3 | Five key priorities to maximise impact in your school

Findings from our Careers Leader survey carried out in Spring 2019 shows that there are 5 main issues school leaders need to address to maximise impact.



1. Strategy

Integrate career guidance into the school's strategy so that it is delivered collaboratively across the school.

- Consider how careers could help to deliver on whole school priorities.
- How can you further embed the Careers Strategy into your School Development/Improvement Plan to raise its profile and importance with all school staff?
- Which leadership members are integral to the successful embedding of careers in the wider school? Pastoral staff, attendance managers, pupil premium leads, SEND.
- Explore CPD opportunities for curriculum leads or whole staff to work on the integration of career education.

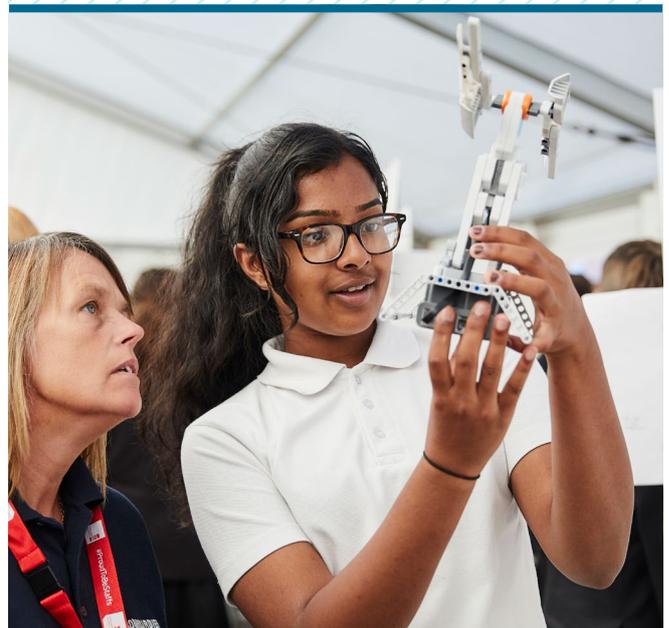


2. Leadership

Appoint Careers Leaders at middle or senior leadership level so that they can work effectively with staff across the school and with external partners.

- Effective careers education may require a culture change which can only be successfully implemented by leadership. How can the Careers Leader and wider SLT work to improve the buy in from the whole school staff?
- Consider if your current Careers Leader is facilitated to implement change.
- How can the school improve on the relationship between Careers Leader and SLT?

You can access our Governors guide [here](#).





3. Governance

Engage the governing body with the school's work on careers to ensure that Careers Leaders are supported and challenged at a senior level.

- Who would be best placed to appoint as a Careers Link Governor?
- Are you making best use of the skills of your governors?
- How can you engage with them further?
- Are Governors making use of our Governor Guide ?



4. Time and resource

Allocate sufficient time and resource for Careers Leaders. Discuss priorities with Careers Leaders to ensure that the time available is used to best effect.

- Has clear intent been established to ensure that the time spent by your Careers Leader has the biggest impact?
- How can you encourage wider staff support?
- How can you ensure that careers remains a priority with the demands of different roles?



5. Training

Encourage and enable Careers Leaders to take part in training.

- Build in time for the Careers Leader to complete the free online training modules
- Encourage your Careers Link Governor to complete this training.
- Factor in the free face to face training (with a £1000 bursary) as soon as possible to increase the potential impact of your Careers Leader.

4 | An example of best practice

Penwortham Girls' High School - Our Careers Leadership Model

Intent:

As a Senior Assistant Headteacher with significant whole school responsibilities and a teaching commitment, it was expedient for the Careers Leader at PGHS to delegate leadership to add capacity to careers provision.

The Careers Leader aimed to take careers provision at the school beyond a 'bolt on' offer to something which was a genuine 'whole school responsibility'. It was also imperative that colleagues supported the Careers Leader in embedding meaningful employer encounters in the context of their subjects.

Implementation:

The Careers Leader hosts three whole staff CPD sessions each academic year. In these sessions he outlines his vision for careers at PGHS and progress the school is making. He also focuses on LMI trends and key information. Staff CPD is also informed by analysis of intended and actual destination data of students.

This dedicated time allows staff to plan and reflect on the expectations set within each department development plan under the 'Futures' strand.

The schools 'Futures' plan includes the intent that all departments will:

- establish and utilise at least one meaningful link with a subject department in a college
- provide one employer encounter through futures days or through curriculum to a whole year group
- deliver at least 3 lessons between Yr7-11 focused on careers
- engage with employers to organise one workplace visit per department
- provide an activity for a full year group as part of end of Summer Term drop down 'Futures Days'

Each curriculum leader is responsible for the planning and delivery of their department's element of the overall school's 'Future's' plan

Impact:

When the Careers Leader started in role, he undertook a survey of career aspirations. The results were disappointing and showed a lack of understanding of opportunities. The Careers Leader recalls that it was 'almost like asking a KS1 class' about career aspiration. Student voice now reflects that students have a sophisticated knowledge and understanding of LMI and relevant pathways for them. It also reflects a breadth and depth of career aspiration for PGHS students. Structures and communication of activities has also elevated parental engagement with the careers provision.

How does this support a whole school approach?

Staff feel a confidence and an accountability around careers provision. Staff are steering activity and believe it is important to have 'one foot in education and one foot in industry' to make their teaching relevant. Staff feel a responsibility to students beyond supporting students to excel in exams.

How does this link to:

- LMI: Part of the intent of this model was to ensure that staff know and understand key LMI so that they can embed teaching and learning in the context of careers, where opportunities allow.
- The curriculum: Staff have responsibility to ensure that employer encounters are embedded in their delivery and that teaching, and learning is delivered in the context of careers where opportunities allow.

How does this link to a progressive careers programme?

This is a whole school initiative that is driven by staff and embedded within their delivery. The activity therefore follows the progressive schemes of work within each subject area.

5 | Careers Strategy Checklist

Statutory Legal Requirements:



1. Publish the name and contact details of Careers Leader on the website
2. Publish details of the Careers Programme for young people and their parents
3. Publish a Provider Access Policy
4. Secure Level 6 trained Careers Advisers for personal guidance ensuring all pupils by 16 have one session and offered by before they are 18

Careers Leaders

5. Appoint a Careers Leader
6. Ensure your Careers Leader has undertaken the online Careers Leader training
7. Investigate training for your Careers Leader and apply for a funded place and bursary
8. Ensure they have sufficient time allocation to do the role

SLT, Head and Governance

9. If the Careers Leader is not SLT, ensure there is a member of SLT with line management responsibility for the role
10. Secure a link governor for careers on the governing body

Gatsby Benchmarks

11. Ensure the Careers Leader completes a Compass evaluation
12. Encourage your Careers Leader to use the Tracker tool for your Careers Strategy
13. Ensure the school has signed up to the Enterprise Adviser Network
14. Help your Careers Leader connect to your local Careers Hub
15. Ensure careers is embedded across all subject areas
16. Provide students by the age of 14 with access to appropriate LMI
17. Plan to enable students by 16 to have had 2 meaningful encounters with post school providers e.g. FE
18. Plan how students will have 2 meaningful work experience placements by 16 and 18
19. Plan how you will create an Alumni for leavers

Monitoring and Evaluation

20. Identify how you will ensure the quality of your careers provision continuously improves
21. Identify how you will keep systematic records of careers activities and decisions that are accessible to pupils and staff
22. Put in place a system for collecting and analysing destination data

