

A Guide for Education Leaders in schools and colleges



Develop better, brighter and more focused futures

Dedicated support for Education Leaders from The Careers & Enterprise Company

Careers education has changed – and it's become more important than ever to offer high quality careers guidance to all young people. The time to start preparing for the future of your careers provision and support positive destinations for all students is now.

Unlock the true value of careers education

The Careers & Enterprise Company is the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education.

The company was set up by government in 2015, and our mission is to support every young person to take their best next step out of education and into the world of work.

We do this by supporting schools and colleges to deliver excellence, supporting employers to engage with purpose and by including all young people in careers education, no matter what their background.

We understand that your role as an Education Leader is a crucial part of our mission. That's why we want to ensure you have the very best support at no cost to your school or college.

What's included in this guide:

1. Statutory Guidance for schools and Guidance for Colleges
2. Statutory Guidance Checklist
3. Support available
4. Five key priorities for your school or college

The Careers Strategy and Statutory Guidance

The DfE publication '[Careers guidance and access for education and training providers](#)' published in July 2021, made no major changes to the previous statutory guidance. The document brings together the statutory guidance for schools and the guidance for colleges on careers guidance into a single document, with the continued focus on institutions working towards the achievement of The Gatsby Benchmarks.

Education Leaders should ensure their setting not only meet their legal requirements set out in the statutory guidance, but also equips its students with the tools and knowledge to make informed choices about their futures. This should include ensuring that all students are aware of all pathways open to them at key transition points.

Our 'At a Glance Guide' on the latest Careers Statutory Guidance provides the relevant overviews:

[Access our at a glance guide to the new statutory guidance for schools.](#)

[Access our at a glance guide to the new statutory guidance for colleges.](#)

Please see the checklist on the next page which will help support you in meeting the necessary requirements.

Careers education has evolved; it's time to get involved

[Register now](#) to receive our Education Leader Bulletin – your trusted source of insight, updates and key policy information, highlighting everything you need to support positive futures for all students.



Support available to your school or college

1. Access our network

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. This support is fully funded, with no cost to you.

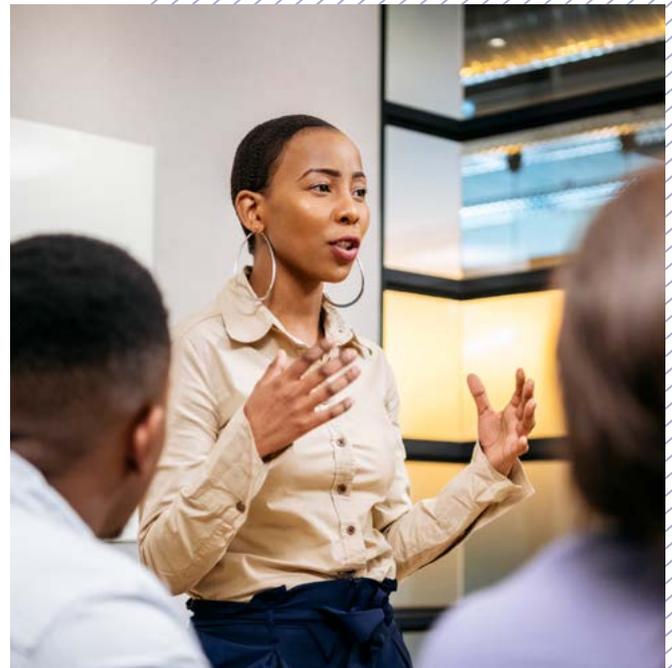
Partner with an Enterprise Adviser: We'll partner you with an Enterprise Adviser, a senior business volunteer, who can provide strategic support in developing your careers and enterprise plan and build employer networks. You can benefit from their skills, business experience and networks to develop a strong, progressive careers programme that supports all students.

2. Training for Careers Leaders, Education Leaders and Governors

Online Learning Modules: Sign up to our free online learning modules designed specifically for three key audiences: Careers Leaders, Education Leaders and Governors. Designed with The University of Huddersfield, these short modules support a shared understanding of careers education.

3. Help meeting the Gatsby Benchmarks

We are offering Careers Leaders a bursary to complete our fully funded, high quality training with one of our 11 approved training providers. There are courses to suit a range of needs including both accredited and non-accredited options. By providing your Careers Leader with high quality support and quality assured resources, we can help you increase the impact of their work – and improve how you provide careers education to your young people, ensuring they are supported to achieve the best possible outcomes.



4. Careers Leader Resources

We've created a [Getting Started 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. Also, we have a series of [free CPD workshops](#) focused on helping schools and colleges deliver excellent careers provision.

Education Leaders and Governor Resources

Visit our newly created Resource Directory pages with key resources for School and College [Education Leaders](#) and [Governors](#).

5. Help meeting the Gatsby Benchmarks, maximising their impact on young people

Compass/Compass+: Evaluate your setting 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 support and quality assured resources to help you increase the impact of your Career Leader's work and improve how they provide careers education to young people.

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

6. Ofsted Guide

Education Leaders 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](#).

7. Sharing best practice

Our established network of Careers Hubs provides your school or college's Careers Leader with access to active careers communities. By showcasing a range of approaches, practices and infrastructures, they can help you accelerate your school or college's achievement of the Gatsby Benchmarks.



Five key priorities to maximise impact in your setting

Findings from our Careers Leader survey shows that there are 5 main issues education leaders need to address to maximise impact.

1. Strategy

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

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

2. Leadership

Ensure you have appointed a Careers Leader who has the necessary skills and seniority to work effectively with staff across the setting 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 staff?
- Consider if your current Careers Leader is supported to implement change
- How can the working relationship between Careers Leader, SLT and Careers Link Governor be improved?

3. Governance

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

- Identify who within the governing body would be best placed to appoint as a Careers Link Governor?
- Are you making best use of the skills and networks of your governors?
- How can you engage with them further?
- Have you or your Careers Leader shared the [Governors 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?
- Is your Careers Leader adequately resourced to carry out the role?

5. Training

Encourage and enable Careers Leaders, Senior Leaders and Governors to take part in training.

- Build in time for the Careers Leader or careers team, to complete the free online learning modules
- Encourage your Careers Link Governor to complete the [Governor online module](#)
- Make time to complete the [online learning module for Education Leaders](#) and encourage other key Senior Leaders to do the same
- 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



Statutory Guidance 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. SCHOOLS: Publish a Provider Access Policy outlining how providers can access all students in years 8 to 13 to provide information of approved technical education and apprenticeships
4. Secure Level 6 trained Careers Advisers for personal guidance ensuring all students by 16 have one session and offered by before they are 18

Careers Leaders

5. Ensure you have appointed a Careers Leader who has the necessary skills and seniority to work effectively with staff across the setting and with external partners.
6. Ensure they have sufficient time allocation to do the role
7. Ensure your Careers Leader has undertaken, as a minimum, the relevant online Learning modules
8. Support your Careers Leader and apply for a fully funded place on a [Careers Leadership course](#) (Bursaries of £1,000 are paid to the school or college upon completion)

SLT, Head and Governance

9. If the Careers Leader is not on the Senior Leadership Team, 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
11. Encourage your Senior Leaders and Governors with strategic responsibility for careers to complete the [online training modules](#)

Gatsby Benchmarks

12. Every school and college should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities

- 13. Ensure the Careers Leader completes a Compass evaluation termly to record and track progress. Schools should support their Careers Leader to upgrade to Compass+ to plan careers activities and track progress at an individual student level
- 14. Support your Careers Leader to connect to your local Enterprise adviser Network and Careers Hub
- 15. Ensure careers is embedded across all subject/department areas
- 16. SCHOOLS: Provide students by the age of 14 with access to appropriate LMI
- 17. SCHOOLS: 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 students and staff
- 22. Put in place a system for collecting and analysing destination data



“By helping to improve the impact and efficiency of our Careers Leader, we’ve been able to increase the return on investment of our careers education provision – it’s transformed the level of support we’re able to offer our young people.”

Secondary School Headteacher

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