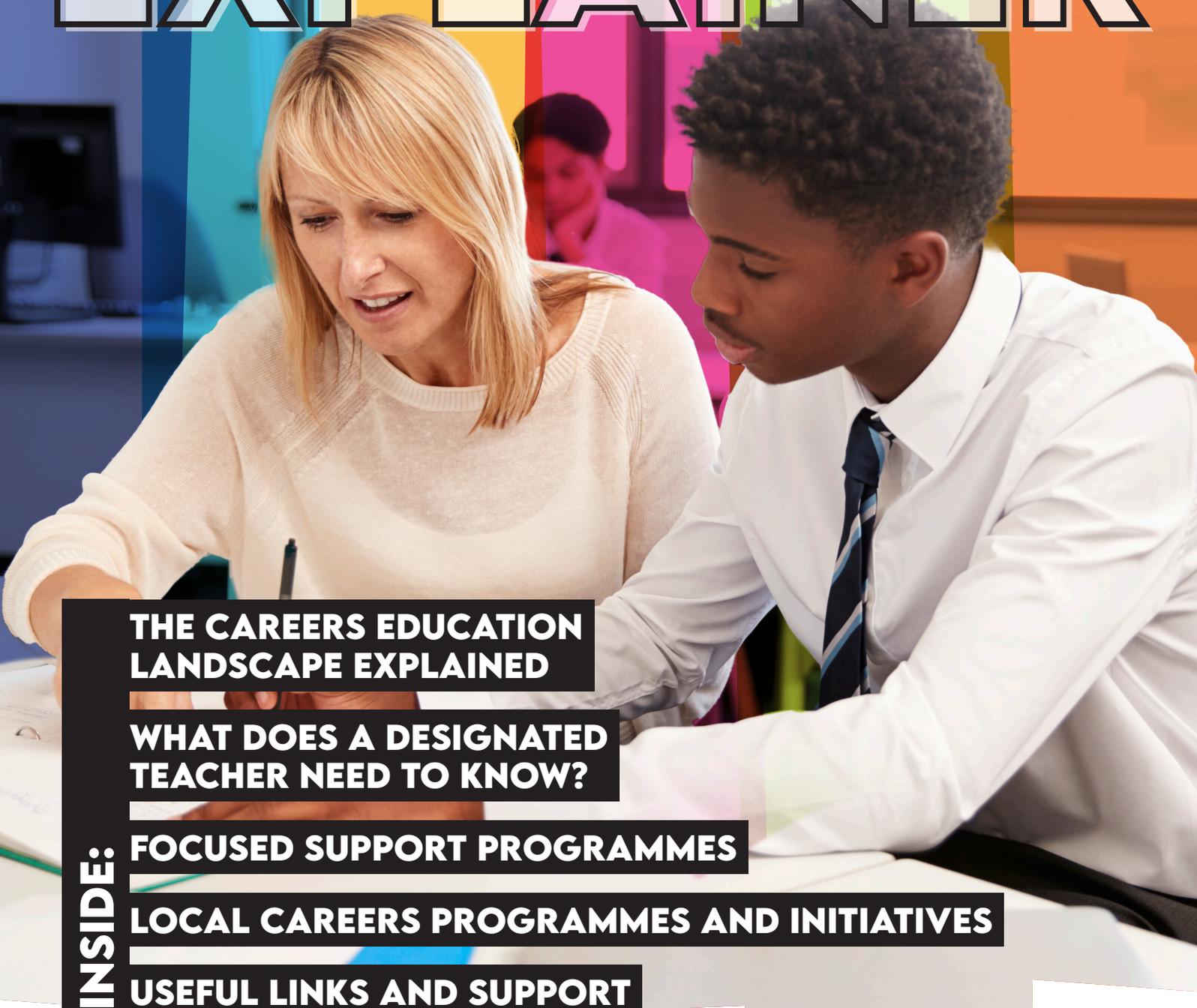


# DESIGNATED TEACHER CAREERS EXPLAINER



**THE CAREERS EDUCATION  
LANDSCAPE EXPLAINED**

**WHAT DOES A DESIGNATED  
TEACHER NEED TO KNOW?**

**FOCUSED SUPPORT PROGRAMMES**

**LOCAL CAREERS PROGRAMMES AND INITIATIVES**

**USEFUL LINKS AND SUPPORT**

**INSIDE:**



WORCESTERSHIRE  
VIRTUAL SCHOOL

 **INSPIRING  
WORCESTERSHIRE**  
CREATING OUR FUTURE WORKFORCE

# WELCOME TO THE CAREERS EXPLAINER FOR DESIGNATED TEACHERS.

Working in partnership with the Worcestershire Virtual School the Inspiring Worcestershire Delivery Team have developed this reference resource which we hope will support our network of Designated Teachers to understand the national and local careers landscape as well as key information on local programmes / resources which may benefit the young people in your care.

As you are fully aware every school operates in a slightly different way and the delivery of careers education advice and guidance is no different. However the information contained within this document should provide you with a general overview of the statutory obligations schools are expected to achieve.

Through the national Careers and Enterprise Company initiative the Worcestershire LEP and Worcestershire County Council have committed to mirror their mission:

**“TO HELP EVERY YOUNG PERSON FIND THEIR NEXT BEST STEP”**  
and by working closely with local education establishments, partners, employers, and other key stakeholders to deliver a vision that will ensure that:  
**HIGH QUALITY, 21<sup>st</sup> CENTURY CAREERS EDUCATION IS AVAILABLE FOR EVERYONE: EVERYWHERE.**

With the support of the Careers and Enterprise Company we will achieve this by:

- 1) Challenging and supporting schools to deliver excellence.**
- 2) Challenging and supporting employers to engage for the long-term.**
- 3) Giving more support to those who face more barriers.**

Over the past 5 years the quality of careers education has dramatically improved and although we are unlikely to achieve excellence overnight we are definitely on track to continue improving the careers provision, resources, and opportunities available to our young people across Worcestershire.

Looked After Children are no different to any other student attending one of Worcestershire’s schools and deserve to be given the same level of opportunity and quality of careers education to help prepare them for both the remainder of their journey through education and beyond as they enter the world of work.

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## SECTION 1:

### Looked After Children - DT Careers Explainer

# THE CAREERS EDUCATION LANDSCAPE - SETTING THE SCENE

## GOOD CAREER GUIDANCE



### BACKGROUND / HISTORY

In 2013 the DFE commissioned the Gatsby Foundation to undertake an independent review of how careers education was being delivered within schools across England. Over a 2-year period a review panel led by Sir John Holman visited six countries across the globe to fully understand and identify what "Best Practice" really looks like.

Based on their findings they submitted their final report "Good Careers Guidance" to government which highlighted a number of key recommendations including the adoption of a formal set of standards which would ensure that, if met, ALL schools in England would be able to deliver high quality careers education to their pupils.

## The Gatsby Benchmarks define what is considered world-class in careers guidance



**Gatsby Benchmark 1**  
A stable careers programme



**Gatsby Benchmark 2**  
Learning from career and labour market information



**Gatsby Benchmark 3**  
Addressing the needs of each pupil



**Gatsby Benchmark 4**  
Linking curriculum learning to careers



**Gatsby Benchmark 5**  
Encounters with employers and employees



**Gatsby Benchmark 6**  
Experiences of workplaces



**Gatsby Benchmark 7**  
Encounters with further and higher education



**Gatsby Benchmark 8**  
Personal Guidance

## The Gatsby Benchmarks

Following the recommendations made within the Good Careers Guidance report the government and in turn the DFE adopted the set of careers related standards known as the "Gatsby Benchmarks".

The Gatsby benchmarks formed a framework of standards that schools, and colleges can use to ensure they deliver a high-quality careers programme to students during their journey through education.

# THE CAREERS & ENTERPRISE COMPANY

## The Careers and Enterprise Company

The Careers and Enterprise Company have recently revised their vision and mission statement.

Their NEW mission is to “Help EVERY young person find their BEST next step”.

They will deliver this mission by:

- > **SUPPORTING SCHOOLS AND COLLEGES TO DELIVER EXCELLENCE.**
- > **SUPPORTING EMPLOYERS TO ENGAGE WITH PURPOSE.**
- > **INCLUDE ALL YOUNG PEOPLE IN CAREERS EDUCATION.**

Although the CEC can not formally police the activity being undertaken by education establishments across England, as this responsibility remains with Ofsted, they can provide schools and colleges with the guidance, tools, resources and support they need to develop careers programmes which provide students with world class careers education.

Department for Education



## Careers strategy: making the most of everyone's skills and talents

December 2017

## The Government Careers Strategy

In July 2021, the 2017 Careers Strategy was revised further.

A number of new elements were added to the list of mandatory requirements that schools are legally obliged to deliver and to reflect the coverage of careers guidance within Ofsted's Education Inspection framework.



### **Ofsted Common Inspection Framework**

Ofsted have formally adopted the Gatsby Benchmarks and will review each individual school's benchmark performance as part of their inspection process. Schools will be required to evidence that careers activities have taken place to support their benchmark achievement results.

Ofsted also updated their inspection guidance in June 2021 where more emphasis was placed on education establishments to ensure that both maintained schools and academies are required by law to provide opportunities for a range of education and training providers to be able to speak to pupils in years 8 to 13 to inform them about the wide range of technical education qualifications and post 16 pathways available to them. This mandatory element is more commonly known as "The Baker Clause" Other additional mandatory requirements were also added as part of this update.



**Worcestershire**  
Local Enterprise Partnership

### **The Worcestershire LEP**

The Worcestershire Local Enterprise Partnership (WLEP) is one of 38 Local Enterprise Partnerships in England. They are responsible for creating and delivering economic growth and jobs in the County. This is achieved through a partnership approach with business, local government, the third sector and higher and further education working together with a common, shared purpose.

Skills and careers are high on the LEP's agenda as creating a pipeline of talent ready to enter the world of work will help drive economic growth and ensure that Worcestershire is promoted as a great place in which to invest, work, live and play.

Their commitment to supporting and "Developing our future workforce" is clear to see and forms part of the LEP's Five-point strategic plan. Over the past few years, the Worcestershire LEP have invested and supported activity covering not only the "Inspiring Worcestershire" Careers and Enterprise programmes but also Apprenticeships, Internships, Work Experience and Kickstart programmes

The Worcestershire LEP have been commissioned by the Careers and Enterprise Company to deliver their careers related initiatives locally. These initiatives include the creation of 2 x local "Careers Hubs", the formation of a "Cornerstone" network of employers, increasing transition support for students and increasing the development of tools and resources to support education establishments to deliver careers education.



**worcestershire**  
county council

## Worcestershire County Council

Worcestershire County Council are the accountable body and key delivery partner of the Worcestershire LEP.

All the CEC delivery programmes require a certain level of match funding which has historically been provided through the WCCs Open for Business Fund.

WCC also employs the frontline delivery team who are part of the Skills and Investment Team which sits within the Peoples Directorate based at County Hall in Worcester.



**INSPIRING**  
**WORCESTERSHIRE**

CREATING OUR FUTURE WORKFORCE

## Inspiring Worcestershire Delivery Team

The team is made up of a number of Enterprise Co-Ordinators who are each responsible for a caseload of eligible schools covering either a specific geographical area or a specific school type. Our Enterprise co-ordinators work directly with the designated "Careers Leader" within each school to advise and / or guide them on how to meet the mandatory elements contained within the government's careers strategy.

The wider team also support employers on how they can engage more formally with schools to support the delivery of careers related activities and help recruit volunteer Enterprise Advisors who are assigned to schools to support this work.

Listed below are some of the careers related initiatives / programmes which are being delivered by the Inspiring Worcestershire Team across Worcestershire:

- Enterprise Advisor Network
- Careers Hub – Wave 1
- Careers Hub – Wave 3
- SEND Community of Practice
- Middle School Community of Practice
- Cornerstone Employer Network
- Ahead of the Game – Transition Support
- Skills 4 Worcestershire – Signposting Website
- Joe's Journey – Video / Podcast Series (Launch TBC)
- Inspiring Worcestershire Virtual WEX Platform
- Skills 4 Success – NEET Support Programme
- Power Up
- Careers Worcs – IAG Helpline

## SECTION 2

### Looked After Children - DT Careers Explainer

# LOCAL “CAREERS” PROGRAMMES AND INITIATIVES



#### Enterprise Adviser Network (EAN)

The aim of this network was to increase the number and level of employer relationships with each school and in turn increase the number of student encounters or experiences taking place in the workplace.

Worcestershire was the first LEP area to achieve 100% geographical coverage.



#### Inspiring Worcestershire Careers Hubs

A Careers Hub is a group of between 20 and 40 secondary schools and colleges located in the same geographical area. These hubs will build a community of practice and work with employers and career

guidance professionals to ensure the Gatsby Benchmarks are delivered in each school to ensure that careers outcomes are improved for all young people.

Schools and colleges within a Hub should work together to improve outcomes for the young people in their area and meet ALL 8 of the Gatsby Benchmarks.

Worcestershire's Wave 1 Hub was the largest single hub within the network in 2018.

Following the completion of the Careers Hub pilot programme the Department for Education provided the CEC with the additional funding to expand the careers hub network to allow ALL 38 LEP areas across England the option to apply for careers hub status.

A further 2 waves of careers hubs were implemented in September 2019 (Wave 2) and September 2020 (Wave 3) to expand the number of schools which are receiving support to achieve ALL 8 of the Gatsby Benchmarks.

These additional hubs included models where specific school types formed individual hubs.

An example of this is here in Worcestershire where our new Wave 3 Hub is the only careers hub within the network to specifically focus on supporting Middle Schools.

## SEND Community of Practice

The Worcestershire Wave 1 Careers Hub was also the first in England to allow ALL the SEND Schools, Pupil Referral Units and Alternative provision sites to be part of their network.

These schools came together in 2016 to form, what was originally known as, the SEND working Group. This group focused on Working together to achieve the Gatsby Benchmarks, combining their knowledge, careers resources and sharing best practice for the benefit of all.

This model was subsequently rolled out nationally by the CEC where further SEND Communities of Practice have been set up and a limited amount of financial support was given to these areas to develop bespoke careers resources which will benefit our SEND students.

## National Middle School Community of Practice

The Worcestershire Wave 3 Careers Hub was the first of its kind in England to specifically cover a cohort of Middle Schools within its network.

This network of schools began participation in the hub network in September 2020 which ensured that ALL young people within years 7 to Years 13 attending eligible schools in Worcestershire were part of our careers hub delivery model.

The Careers and Enterprise company soon identified that in other areas of the country there were more Middle Schools which would benefit from sharing best practice which was unique to this specific school type. To this end Worcestershire were invited to set up and facilitate termly community of practice meetings which bring together the Careers Leaders and other interested parties responsible for Middle school careers activity.



## Worcestershire Cornerstone Employer Network

Cornerstone Employers build on an existing commitment to supporting young people by working with a small number of like-minded businesses locally.

Working closely with their local LEP teams they lead on efforts to enlist more employers to support the careers programmes and activities being delivered locally. Worcestershire currently has 12 Cornerstone Employers within their network. These employers include Bosch Thermotechnology, Yamazaki Mazak, Southco Manufacturing, DRPG, Malvern Panalytical, Platform Housing, Sanctuary Housing, The Community Housing Group, Bishop Fleming, QinetiQ and Jacobs.



## SECTION 3

### Looked After Children - DT Careers Explainer

# AS A DT WHAT SHOULD I KNOW?

As a designated teacher you will often play a similar role to that of a parent / guardian and ensure that children in your care are as prepared as they can be to enter the world of work. Making sure that young people fully understand the wide range of career pathways and opportunities which are available to them is key to their preparation.

Over the next few pages, we will provide you with a wide range of information which you should be aware of to help support the young people you are responsible for and ensure they have the information they need to make informed choices regarding their transition through education and beyond to enter the world of work.

## WHAT ARE THE MANDATORY REQUIREMENTS WHICH EDUCATION ESTABLISHMENTS NEED TO ADHERE TO IN ORDER TO BE SEEN TO PROVIDE HIGH QUALITY CAREERS EDUCATION TO THEIR STUDENTS?

Following the update of the **OFSTED Common Inspection Framework** which was undertaken in June 2021 Careers Information, Education, Advice and Guidance (CIEAG) now features more prominently within the "Personal Development" judgement area of the framework.

**OFSTED have added several NEW Mandatory elements to their inspection criteria which include the following:**

- > **All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers' <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>, to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.**
- > **As part of this, it is important that schools understand and meet the requirements of section 428 of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018.**

**Both maintained schools and academies are required by law to:**

- 1) Provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- 2) Publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers

- 3) Make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

> **In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps.**

**This will include looking at:**

- 1) The quality of the unbiased careers advice and guidance provided to pupils
- 2) The school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- 3) How the school provides good quality, meaningful opportunities for pupils to encounter the world of work
- 4) The school's use of the Gatsby Benchmarks  
<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- 5) The school's published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

> **If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CIEAG and the subsequent judgement for personal development.**

The OFSTED Common Inspection Framework refers to the government's "**Careers Guidance provision for young people in schools**" within the inspection criteria. This document, issued by the Department for Education, provides Schools, FE Colleges and Sixth Form Colleges with the statutory guidance they must follow to be deemed to be delivering high quality careers education to students.

**Within the statutory guidance the terms "MUST" and "SHOULD" are frequently used. The following definitions have been assigned as follows:**

**MUST:**

**When the person or education establishment is legally required to do something.**

**SHOULD:**

**When the person or education establishment is required to follow the advice set out unless there is a good reason not to.**

The entire document is 44 pages long so we will try and share with you the key points which are most relevant:

- 1) Schools and Colleges **MUST** support students to support students to understand the full range of education and training options.
- 2) Schools and Colleges **MUST** open their doors to other education and training providers, in line with their statutory responsibilities under the "Baker Clause".
- 3) Schools and Colleges **MUST** act impartially, in line with their statutory duty, and not show any bias towards any route, be that academic or technical. They should promote a full range of pathway options for students. This **MUST** include making students aware of the benefits of Apprenticeships, T 'levels and other

technical qualifications alongside the traditional academic options

- 4) Schools and Colleges **MUST** comply with their statutory careers duties and **SHOULD** continue to make every effort to improve their performance against the Gatsby Benchmarks.
- 5) Schools and Colleges **MUST** name a designated Careers Leader, a dedicated professional who is a member of the senior leadership team or works directly with them. The Careers Leader should have the skills, commitment and protected time that enables them to carry out the role effectively. The Careers Leader contact details **MUST** be published on the school's or college's website.
- 6) School governing bodies **MUST** make sure that independent careers guidance is provided to ALL 12- to 18-year-old students.
- 7) In schools, the governing body **MUST** also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical routes, education qualifications and apprenticeships and that a policy statement setting out these arrangements is published on the school's website.
- 8) Every school and College **SHOULD** have a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The governing body **MUST** make sure that independent careers guidance is provided to ALL 12- to 18-year-olds.

9) Every school and college **SHOULD** have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers, and other agencies.

10) Every student, and their parents (where appropriate), **SHOULD** have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

11) Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme **SHOULD** embed equality and diversity considerations throughout.

12) The Careers Leader **SHOULD** engage with the school's designated teacher for looked after and previously looked after children to

- ensure they know which students are in care or who are care leavers.
- understand their additional support needs and
- ensure that, for looked after children, their personal education plan can help inform careers advice.

For these students, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant Virtual School Head or Personal Adviser (a statutory local authority post that provides support to care leavers up to the age of 25) to ensure a joined-up approach to identifying and supporting their career ambitions.

- 13) All subject staff **SHOULD** link curriculum with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
- 14) Every student **SHOULD** have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.
- 15) Every student **SHOULD** have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities and expand their networks.
- 16) Every student **SHOULD** have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

## WHO ARE THE KEY PEOPLE I SHOULD BE AWARE OF WHO ARE RESPONSIBLE FOR THE DELIVERY OF CAREERS EDUCATION WITHIN MY SCHOOL?

As mentioned within the governments careers strategy **EVERY** school **MUST** now have a designated Careers Leader.

It is highly advisable for you to identify and make contact with your schools designated Careers Leader. This will help you to fully understand the careers programme which is already in place within your school and so that you can explore the activities and opportunities which are already in place which may benefit the young people within your care.

Here is some additional information on the role of the Career's Leader.

Careers Leaders should be a member of the schools SLT however this is not always the case. Quite often this role is handed to another member of school staff who then reports back to the SLT.

Careers Leaders are responsible and accountable for the delivery of their school's programme of career advice and guidance. It is a senior role that requires the person doing it to have a clear overview of the school's careers provision and to make sure that the school meets the Gatsby Benchmarks.

Careers Leadership involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of careers teachers, subject teachers, tutors, and SENCO.

A Careers Leader needs to have the confidence and authority to lead their colleagues, make decisions, enact reforms, and ensure the school is reaching the Gatsby Benchmarks.

They are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of pupils.

It is important that the Careers Leader is leading the school's career guidance activity, but this does not mean that they should be delivering all of it. They will be responsible for commissioning, line managing and persuading many other people to get involved in the delivery of the school's careers programme. A Careers Leader is neither a relabelled Careers Coordinator nor a Careers Adviser. These roles are distinct but complementary and it is common for the Careers Leader to either manage or commission the Careers Adviser.

Please remember that in most cases the Careers Leader will often have a full teaching timetable so what they can realistically achieve or deliver may well only be the minimum requirements in order to meet the statutory guidance.

Unfortunately, many schools do not allocate substantial amounts of time which can purely be dedicated to the delivery of careers education. Often this delivery is undertaken via PSHE lessons or during assemblies.

Careers related roles you may hear mentioned in school will include:

### **Careers Leader**

#### **Responsibilities:**

Leading a school's careers provision

### **Careers Coordinator**

#### **Responsibilities:**

Coordinating a school's careers provision. We anticipate that the role of Careers Coordinator will be replaced by that of a Careers Leader.

### **Careers Advisor**

#### **Responsibilities:**

Providing information, advice and guidance to pupils one-to-one and in groups

### **Careers Administrator**

#### **Responsibilities:**

Supporting the Careers Leader by undertaking a range of administrative and logistical tasks

### **Enterprise Advisor**

#### **Responsibilities:**

A volunteer from business who will work with the Careers Leader and the senior leadership team to drive improvements in a school's careers provision.

### **Enterprise Coordinator**

#### **Responsibilities:**

Providing schools and colleges with a local source of expertise and support for their careers provision

## WHAT CAN I DO TO SUPPORT MY SCHOOL'S CAREERS LEADER?

There are 2 primary ways in which teaching, and support staff can support the Careers Leaders within their school.

### 1) SUPPORTING BUY-IN

Careers Leaders find that buy-in from senior staff is largely successful in most schools, but many find that one of their biggest barriers is to obtain support from teaching and support staff.

This is a fundamental challenge for Careers Leaders especially as they are working towards the achievement of Benchmark 4: Embedding careers within the curriculum.

Finding teaching and support staff willing to act as "Careers Champions" within school is key to the delivery of a successful careers programme especially if these careers champions can influence other staff to support the school to develop and deliver a whole school careers strategy and delivery programme.

### 2) PRACTICAL HANDS-ON SUPPORT

Through a recent piece of research undertaken by the Careers and Enterprise, time and resources have been identified as the key barriers which hold many schools back from being able to achieve all 8 of the Gatsby Benchmarks. A single member of the teaching or support staff being willing to help with the development and / or facilitation of careers activities can make the world of difference in terms of benchmark achievement.

Please consider supporting the careers leader to deliver the schools careers programme even if it is only focused on the development and delivery of activities focusing on the looked after children you are responsible for.

## HOW DO SCHOOLS MEASURE THEIR PERFORMANCE AGAINST THE GATSBY BENCHMARKS?

Every term education establishments across England who are members of a local Careers Hub are required to submit a self-assessment evaluation which details their current performance levels as they work towards the achievement of the eight Gatsby Benchmarks.

The Careers and Enterprise Company have developed two digital tools which schools can use in order to undertake their termly self-assessment evaluations.

The results from this self-evaluation can be used to help Careers Leaders look to identify any gaps in provision or elements of delivery which need to be enhanced further to complete the Gatsby Benchmarks.

Data from the termly evaluations should also be used when reporting back to the SLT and shared with the governing body within school.

This data is owned by each individual school but is shared, through a data sharing agreement with the CEC, and is in turn utilised by the Inspiring Worcestershire delivery team so that they can provide their network of hub member schools with any bespoke support, resources, or advice they may need.

The Careers and Enterprise Company also utilises this data in much the same way as the local teams to ensure that their activity matches the needs of the wider national career's hub network. The Department for Education will also have sight of this data to track performance of schools across England and to ensure that schools across the network are showing regular performance increases.

OFSTED will also ask to have sight of an individual school's compass evaluations as part of their inspection process.



**COMPASS CLASSIC** – This digital tool is the original evaluation tool created by the Careers and Enterprise Company and enables schools to evaluate their performance in as little as 30 minutes. This tool also enables schools to compare their performance to their previous term's evaluation and identify areas for improvement.



**COMPASS +** - This digital tool is the enhanced version of the Compass classic tool created by the Careers and Enterprise Company. This updated version allows schools to not only evaluate their benchmark performance but also allows Careers Leaders to manage, track and report on the school's careers provision at individual student level.

## ARE THERE ANY CAREERS RELATED RESOURCES I CAN SHARE WITH A YOUNG PERSON IN MY CARE?

Over the past 2 years the Inspiring Worcestershire delivery team have developed and created over 100 different careers related resources which are regularly used by Careers Leaders to support careers activities taking place within our Careers Hub member schools.

These resources have been broken down by benchmark and by key stage and placed within the SCHOOL ONLY SECTION of the Skills 4 Worcestershire website.

**Please note: Careers Leaders have the login details and password for this section of the website.**

**Further information regarding the Skills 4 Worcestershire website can be found in Section 5 of this document.**

We would recommend that you share with your students, especially those in KS4 and KS5 copies of our Choices Transition Support Booklets.

These booklets have been specifically designed for young people to undertake careers related activities and be made aware of important careers information over the duration of a full academic year.

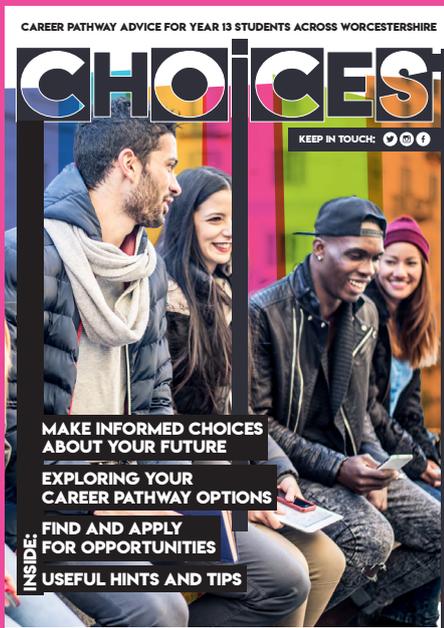
These activities have been broken down by term and can be used by designated teachers as important discussion points based on the content they have covered during that term.

Copies of the booklet and direct links can be found here:

## KEY STAGE 4



## KEY STAGE 5



The Careers and Enterprise Company have also created their own resource directory which can be accessed by following the link below:

**[Welcome to the CEC Resource Directory | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk)**

This resource directory contains examples of best practice from many different careers hubs across the network and is broken down into sub sections so that users can easily navigate to the areas of support which are of most interest to them.

One of these sections also includes the "TALKING FUTURES" set of resources which has been specifically designed to provide a suite of resources, activities, and practical guidance to help engage parents to support their children to decide upon their next best step. These resources may be useful for designated teachers to explore as part of their work with looked after children in their care.

**[Talking Futures | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk)**

## WHAT ARE THE KEY PATHWAYS I SHOULD MAKE MY YOUNG PERSON AWARE OF?

Contained within both the OSFTE Common Inspection Framework and the government's careers strategy contains many references to the "Baker Clause".

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them. It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy.

The expectations of the Baker Clause are mirrored within Gatsby Benchmark 7.

## Gatsby Benchmark 7 - Overview

All students should understand the full range of learning opportunities that are available to them.

This includes academic and vocational routes and learning in schools, colleges, universities, and the workplace.

- > By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
- > By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

These encounters should ensure that ALL students fully understand the following pathways:

- > Sixth Forms
- > FE Colleges
- > Universities
- > Apprenticeships
- > Traineeships
- > T' Levels

Information regarding these pathways can be found on the Skills 4 Worcestershire website as well as the Choices transition booklets we have referred to earlier in this document.

**WHERE CAN I SIGNPOST  
YOUNG PEOPLE TO GET  
SPECIFIC CAREERS ADVICE  
AND GUIDANCE?**



## Careers Worcs- IAG Helpline

The Careers Worcs FREE "Careers Support" Helpline will operate once again throughout the 2021/2022 academic year.

This helpline offers "Professional" support for 16- to 24-year-olds looking for information on careers, education, employment or training related options.

Manned by a team of qualified careers advisers this helpline is available to support Worcestershire's young people aged 16 - 24 to understand their next steps.

## SECTION 4

### Looked After Children - DT Careers Explainer

# FOCUSED SUPPORT PROGRAMMES

#### Skills 4 Success

Students who are referred to this programme will be offered FREE 1:1 careers advice and guidance from a Level 6 qualified careers professional. These students will be invited to attend a variety of workshops, delivered by our partner, Worcestershire Apprenticeships, to help them understand the full range of pathways, qualifications, and opportunities available to them across Worcestershire.

These workshops will cover the following:

#### **APPRENTICESHIP ACTIVITY**

##### **Activity Purpose:**

To provide impartial information advice and guidance to students to enable them to have a clearer understanding of what is involved in an Apprenticeship programme. The delivery team will provide students with the support they need to begin searching for and applying for "live" vacancies, how to set up their apprenticeship account and managing incoming alerts.

##### **Delivery Scope:**

The programme can deliver this Apprenticeship workshop over a single lesson period to groups of students (maximum group size 25). This can be delivered both in person and virtually via a formal presentation followed by a Q&A. Virtual registration will require Internet access, ideally using the IT suite within school.

#### **EMPLOYABILITY ACTIVITY**

##### **Activity Purpose:**

To provide information on the key skills employers are looking for, find out more about the local labour market, discover how to write a CV and how to apply for job applications. Students will also hear about a number of top tips on how to prepare for an interview and understand how to make sensible career choices to suit their strengths, interests, and personality.

##### **Delivery Scope:**

This employability workshop can be delivered to a group of students (maximum group size 15) during a normal timetabled period within the school day.

#### **PREPARING FOR WORK EXPERIENCE ACTIVITY**

##### **Activity Purpose:**

To help students understand the benefits of work experience and how to prepare for their work experience placements. They will learn about what to expect during their placement and how to search for meaningful work experience opportunities. Health and Safety practices will also be discussed covering both employer and student responsibilities.

##### **Delivery Scope:**

Work experience workshops are delivered for groups of students (maximum group size 15) during a normal timetabled period within the school day.

## Looked After Children - DT Careers Explainer

### Focused Support Programmes

# POWER UP!

This programme has been developed in partnership with the North Worcestershire EDR and is being championed by its chair, Simon Hyde, Chief Executive Officer of Faun Zoeller Ltd.

The support on offer from our bank of fully trained mentors, can help show students the skills that are both required and that are relevant for them to enter the world of work, as well as increasing their confidence, in turn raising their self-esteem.

The programme will give these students all the tools they need to successfully decide what is the most appropriate Post 16 option for them and will be fully aligned with their own career aspirations.

Mentoring sessions will aim to be delivered "in person" and be carried out through conversation, sharing experiences, exchanging information, and offering relevant opportunities which are available in the local area. There is, however, the option for these sessions to be delivered across virtual platforms should the student / school prefer this method of delivery.

All mentoring conversations will reinforce the aims of the student's school and the programme will be adapted to meet the schools' specific safeguarding requirements.

The aim will be for the mentor to have approximately one session a month lasting at least 40 minutes with their mentee; however, this will depend on the availability and requirements of the school and can be adapted to suit the needs of the student by increasing or decreasing the number of sessions being undertaken.

All mentors will have a full enhanced DBS check prior to being assigned to their school and will have all been offered recognised mentor training with an official qualification.

Communication channels will remain open with the designated careers leaders from each school where feedback of any relevant information will be shared regarding the individual student's progress.

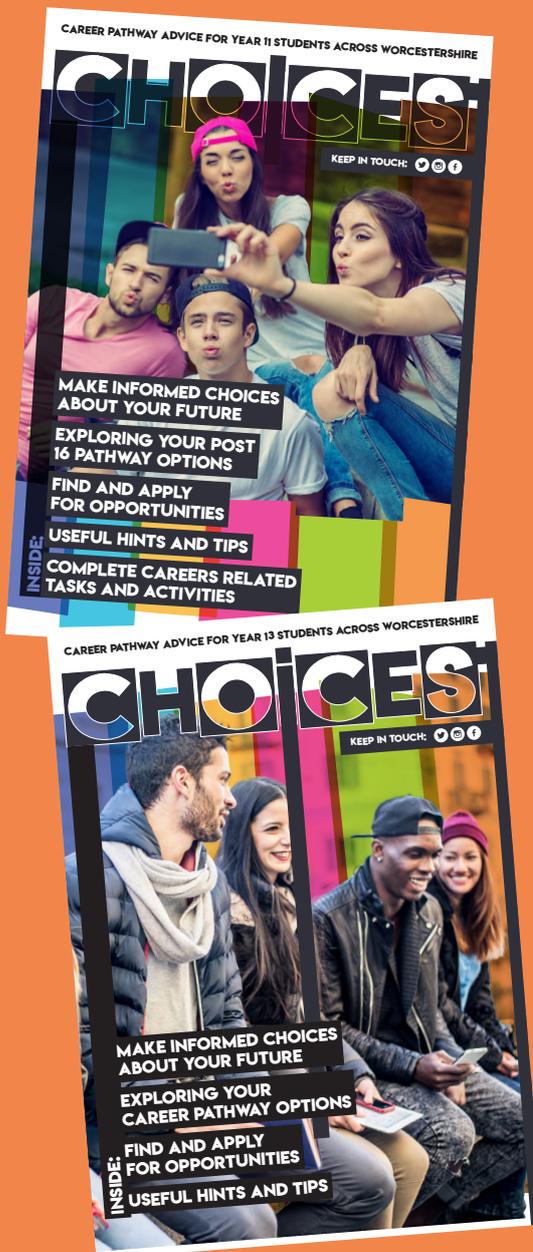
Baseline information will be captured regarding the student's current GCSE flightpaths and their attendance records which will be compared once the students programme has been completed.

## SECTION 5

### Looked After Children - DT Careers Explainer

# LOCAL “CAREERS” RESOURCES

## Ahead of the Game- Transition Support



Due to the COVID 19 pandemic striking the world early in 2020 the impact has been felt far and wide.

Unfortunately for many young people this pandemic meant that the nationwide lockdown would have a huge impact on their ability to undertake their examinations.

The DFE, through the CEC, responded quickly and provided each LEP area with some additional funding to ensure that extra support was put in place for those young people who had been impacted most by the pandemic.

Provision was put in place to ensure that those students in year 11 and year 13 received the additional support they needed to make the transition to the next stage of their education journey or towards the world of work.

During this period the Inspiring Worcestershire delivery team created the “CHOICES” series of transition support booklets which provide key information and support for KS3, KS4 and KS5 students, parents, social workers and SEND students.

These documents can be found on the Skills 4 Worcestershire signposting website.

During the Summer of 2020 and 2021 the Inspiring Worcestershire delivery team also facilitated two “Post Exam Result” webinars where students could talk to experts about their next steps. Topics covered included HE, FE, Apprenticeships, Traineeships, University and T Levels as well as generic careers advice from qualified careers professionals.

This programme will be repeated in the Summer of 2022.

## Skills 4 Worcestershire and Worcestershire Jobs Websites



The Skills 4 Worcestershire website has been specifically created to support education establishments, students, parents, employers, and the wider population with comprehensive careers related signposting information.

This unique website includes a bespoke “Schools Only” section where Careers Leaders can access a vast bank of resources which will support them to achieve the Gatsby Benchmarks, and in turn ensure their pupils are receiving the key careers information they need on their journey towards the world of work.

[www.skills4worcestershire.co.uk](http://www.skills4worcestershire.co.uk)



Wider support can be found to help guide parents through the careers and transition choices their young people are required to make as well as key local information on apprenticeship and employment opportunities on offer through our sister site “Worcestershire Jobs”.

[www.worcestershirejobs.co.uk](http://www.worcestershirejobs.co.uk)

## Inspiring Worcestershire YOU TUBE Channel

As part of the ongoing goal to provide our young people with accurate and informative careers advice the Inspiring Worcestershire delivery team have created their own “You Tube” channel.

Launching in the Spring term 2022 this channel will host a series of key careers related videos. These videos will cover the following:

### Industry Sector Explainers

Content providing young people with a comprehensive overview of the industry sector, key pathway and entry route information, details of the qualifications employers are looking for and top tips from employers within the industry.

### Job Profile Videos

Comprehensive explanation of different jobs from employees who are undertaking these roles on a daily basis.

### My Story

Employees from industry sharing their journey and experiences detailing how they ended up in the job roles they are undertaking today.

## Inspiring Worcestershire Virtual Work Experience Platform



In direct response to the challenge faced by our educational establishments to facilitate meaningful work experience for their students during the Covid 19 pandemic the Worcestershire LEP has commissioned the creation of Worcestershire's first "Virtual Work Experience" platform.

This platform, developed in partnership with Springpod, will focus on providing students with the opportunity to engage with and obtain valuable experience, albeit virtual, from employers from within the county's "Key Growth Sectors" and learn more about this industry.

Each term during the 2021/22 and 2022 /23 academic years we will launch one of our Virtual Work Experience offers.

The sectors this platform will focus on during the 2021 /22 academic year are as follows:

### Autumn Term 2021



**Engineering,  
Manufacturing  
and Production**

### Spring Term 2022



**Agriculture,  
Agri-Tech and  
Food Production**

### Summer Term 2022



**Creative,  
Digital and I.T.**

This activity is open to students from years 10 to 13 who attend a Careers Hub Member school and will be available for a 12-month period following the launch of the individual offers.

Bookings must be made via the individual school as a data sharing agreement will need to be signed to cover the mandatory safeguarding elements of the programme.



## YEAR 10 / 11 - LOOKED AFTER CHILDREN

# CAREERS CHECKLIST

We have created the checklist below so that you can, through discussions with both your school's careers leader and the young people in your care, ensure that the appropriate and mandatory activity is being undertaken before the end of year 11.

MANDATORY ACTIVITY	GATSBY BENCHMARK	RESPONSE		COMMENT
		YES	NO	
Will the student receive an "Impartial Careers Interview" with a qualified practitioner by the time they reach the end of year 11?	Benchmark 8	YES	NO	
Will the student receive a "Meaningful Encounter" with an employer each year during their journey through education? (Year 7 to Year 11)	Benchmark 5	YES	NO	
Will the student receive a minimum of ONE "Experience of the Workplace" before the end of Year 11?	Benchmark 6	YES	NO	
By the end of Year 11 will the student receive a "Meaningful Encounter" with a full range of Education Providers covering the following pathway options:	Benchmark 7	YES	NO	
Sixth Forms		YES	NO	
FE Colleges		YES	NO	
Universities		YES	NO	
Apprenticeships		YES	NO	
Traineeships		YES	NO	
T-Levels		YES	NO	



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