

Central Strategic Careers Leadership

Developing approaches to the strategic
leadership of careers across trusts

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The Careers & Enterprise Company

Set up by government in 2015, our mission is to help every young person to find their best next step.

We are the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education.

World-class careers education follows the [eight Gatsby Benchmarks](#) of good careers guidance. At its best careers is an essential part of a young person's secondary education, beginning early and continuing throughout school life. Real world learning, knowledge, inspiration and advice is gained through multiple employer and workplace engagements, exposure to further and higher education, as well as through the curriculum and in 121 personal guidance.

Through [statutory guidance](#) and the [Skills for Jobs White Paper \(2021\)](#), The Careers & Enterprise Company is the main government partner for supporting schools and colleges to deliver careers education in England.

Our vision and what we do

We know that:

- A best next step is not the same for every young person
- Young people face uncertainty and opportunity – now more than ever
- Difficulties are not evenly spread

That's why our vision is to make high quality, 21st century careers education a reality for everyone, everywhere.

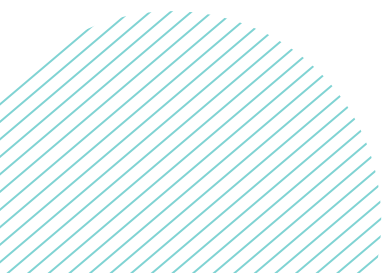
We do this by:

1. Supporting schools and colleges to deliver excellence – through information, resources, tools, training, our network of Careers Hubs and communities of best practice.
2. Supporting employers to engage with purpose – by making it easy for them to connect into schools and colleges as one of our 4000 senior business volunteers working with Careers Leaders on their careers programmes, or as part of our 350 strong 'Cornerstone Employer' community working to transform careers education across multiple schools and colleges in their local areas.
3. Including all young people in careers education – through our digital tools for Careers Leaders enabling them to target and tailor their careers interventions across years and cohorts, our specialist networks and resources to support young people with SEND, those in Alternative Provision settings and those in Independent Training Providers.

This guide aims to define and support the development of effective practice within central strategic careers leadership across trusts.

We define a Central Strategic Careers Leader as someone who has strategic responsibility for careers across a number of schools within a trust.

This guide is designed to support Central Strategic Careers Leaders to develop effective strategic and systemic practice to empower careers leadership across trusts.



Welcome

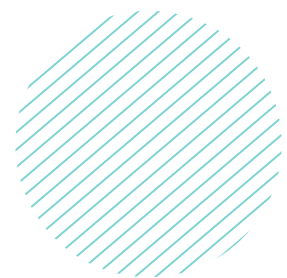
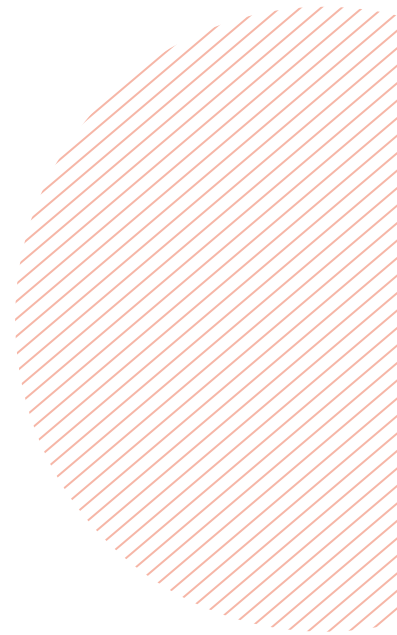
Central Strategic Careers Leadership

An emerging role across trusts incorporating the central strategic leadership of careers is a pivotal step towards driving systemic impact. We know that the emergence of this role is manifesting in many ways across trusts of different sizes and structures, and the development of our Connect Community of Improvement for trusts is a great way for us all to learn from each other to fundamentally link the development of progressive careers programmes to school improvement priorities.

To be the most impactful in this role, collaboration and cohesion are essential. Using the same principles that you apply to any aspect of school improvement and prioritisation enables a structured and effective pathway to the implementation of a trust wide careers strategy.

“We look forward to working with you and your input is sincerely valued and valuable to the system leadership approaches of careers guidance.”

Nicola Hall
Director of Education



Introduction

“Working with academy trusts couldn’t be more important. The Careers and Enterprise Company aims for a careers system that has a measurable impact on young people now and in the future. To do this we need to build leaders and institutions that can make sure every young person receives a modern, 21st century careers education. Academy Trusts couldn’t be a more important part of how we make this vision a reality. There are Careers Leaders working strategically across so many trusts, embedding new ideas, new thinking and developing powerful approaches that prepare young people for the world of work in school after school. By working with us you can tap into the work our Careers Hubs and employers are doing to spread best practice in the regions your schools operate in, and you can also learn alongside other brilliant Academy Trusts. Academy Trusts are in a unique position, with a hugely influential role, and I’ve seen first-hand the change that can be made when a trust puts careers education and preparing young people for the world of work at the heart of their mission. We have a lot of work to do, we have lots of progress to make, and I can’t wait to work with you as we continue to transform careers education in England.”

Oli De Botton, CEO




Why it matters

A well trained and effective Careers Leader in every school, special school or college, supports careers provision, driving positive student outcomes. We are also learning about the value of an emerging role in trusts where a Central Strategic Careers Leader works as a systems leader to oversee careers education by aligning it to the strategic direction of the trust, making links from careers provision to school and trust priorities. They articulate the trust-wide vision through a shared intent, supporting careers input, leading to measurable impact for all students. Such leaders are well placed to sustain embedded and impactful careers provision in the long term, and we are committed to supporting the development of this role in trusts and the ongoing continuous professional development of Central Strategic Careers Leaders and all Careers Leaders within the trusts.



How is the role emerging?




“At the end of the next five years, United Learning will have a structured approach to business engagement and careers for both primary and secondary pupils across the group. Every pupil will develop broad horizons and high aspirations for their postschool destinations and careers, and schools will consider destination outcomes to be as important as exam results. Schools will form deep and sustained links with local businesses, to drive high-quality, purposeful, and motivating employer engagement experiences.”

The role of the Central Strategic Careers Leader varies widely across every trust. This is a significant appointment for any trust and has the potential to impact positively on the futures of thousands of young people.

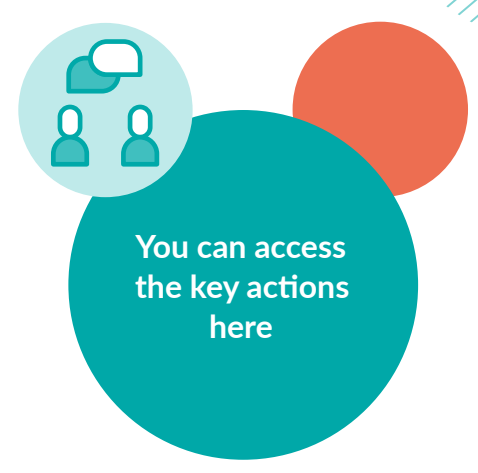
The Central Strategic Careers Leader should operate at a senior level within a trust and have the credibility, confidence, skills, knowledge, relevant experience and time to work with colleagues at trust board level to fulfil this role.

In our Connect with trusts first edition, published October 2021, we learned from United Learning Trust about the importance of a Central Strategic Careers Leader in raising the status of careers across the trust to support positive student outcomes. United Learning Trust shaped their long-term vision by consulting widely with colleagues, internally and externally, as well as considering recent Government reports and a range of research papers, and set out their careers strategic priorities for the next five years.



“It is incredibly important that we put a good careers education at the forefront of our group’s vision and strategy. We want our pupils to leave school with high aspirations and make informed decisions on their next choice of destinations. Embedding careers education in the culture of the school from the outset, and providing a coherent careers journey, will allow our pupils to take responsibility for their personal development and make the most of all opportunities presented to them. With dedicated central support, and a greater focus on CEIAG, we aim to provide schools with additional capacity to build on the excellent work that they are doing at a local level and provide a world-class careers education to all pupils across all our schools”.

Dame Sally Coates
United Learning’s Director of Secondary Education



You can access
the key actions
here

Meet Central Strategic Careers Leaders

Meet Jo Sykes, The Co-op Academy Trust

Jo Sykes, Director of CEIAG at The Co-op Academies Trust

Since qualifying as a PE teacher in the early 1990s and developing my career through the pastoral route, this led to working as a Behaviour Consultant for Bradford's National Strategy team, developing inclusive practises and teachers' classroom leadership across all secondary schools. I was appointed as Assistant Headteacher and worked on behaviour and attendance, then on teaching & learning and staff development. In conjunction with this I became the school's first Careers Leader and introduced an Aspire2B program across all 3 key stages. Indeed, we were delighted to receive 'Outstanding School in the North' from the Careers and Enterprise Company for developing a meaningful and progressive CEIAG programme.

In my new role as Director of CEIAG, I am passionate about ensuring all our academies provide the very best enrichment opportunities for our students to enable them to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby Benchmarks / CDI as a framework for best practice, our academies have CEIAG programmes that meet the need for an ever-changing cohort and ever-changing economic landscape.

Our programmes are designed to inspire, raise aspirations and give our students an optimistic outlook on life and their place in the world of work. We are currently working towards all secondary academies achieving a Quality in Careers standard by July 2022 to acknowledge the exemplary work that is taking place and ensuring CEIAG has a high profile.



In addition, we receive a breadth of support from the Co-operative Group that allows us to enrich our CEIAG programs. We are continually looking at ways to develop our partnership outcomes and building further support from our suppliers and other partners. Indeed, all of our secondary academies are now embedding a Co-op 'core offer' covering Y7 - Y13 and we are currently developing a EYFS - Y6 offer. From September 2022 the Co-op core offer will be delivered from EYFS to Y13 and will provide a progressive and comprehensive careers programme.

I hold regular team meetings with our Careers Leaders, Co-ordinators and Advisors to share best practice, deliver CPD around core expectations, discuss successes and learn from other Careers Leader experiences in their particular settings. I carry out 1 - 1 annual reviews in Term 1 with follow up progress reviews in Terms 2 and 3. Progress information is reported to the Trust Board annually to keep the strategy central to our work.

All our schools are part of the network of Careers Hubs and benefit greatly from the tremendous experience of the Hub Leads, Enterprise Co-ordinators and the much-valued Enterprise Advisers working with our trust.

As the Trust Co-op evolves it will provide support, challenge and strategic thinking to enable us to grow together and provide outstanding leadership to our academy Career Leaders.





Meet Ellis Potter, The Priory Federation of Academies Trust

What are the overall aims of your role?

To coordinate a comprehensive and 'good' careers programme across the Trust's academies, externally accredited by achieving Career Mark status within every academy. The programme will consider more effective mechanisms for employer engagement in a turbulent labour market, including how we deliver more efficient, impactful experiences of workplaces across the Trust, and how we develop an even more meaningful contribution to our work-related learning curriculum. I am a firm believer in the spirit of collaboration, so plan to extend that to my role, so that we are having meaningful conversations with a range of local and national partners, for the benefit of the whole Trust. I am also keen to explore how we can embed a mechanism for measuring the longitudinal impact of our careers programmes, allowing us to trigger a cycle of self-reflection, ensuring our programme is always benefitting all our learners in a positive way.

What made you apply for the role?

I am passionate about supporting young people, and having come from a HE outreach background, I felt I could add a unique perspective on careers education, particularly from a social mobility perspective, and programme and curriculum design perspective, specifically those that are embedded in evaluation, evidence and impact. Having worked with the Priory Federation of Academies Trust as part of that project, I was already aware of the commitment to quality careers provision that the Trust had, so I was keen to be a part of that journey as it grows.

Where do you think you'll start?

I will start by meeting with the Trust's academies and getting to know the culture and ethos of each academy and their students, so that any plan of action is informed by the needs and challenges that face the specific demographic of learners. I will explore the brilliant work already being done by our academies, and identify areas of challenge within their careers programme, so that, working collaboratively, we can coordinate meaningful systems of change.

Why do you think this role came about?

As the Trust continues to grow, it has appreciated the value in the investment of careers education, and by collaborating with other Trusts, and partners such as the Careers and Enterprise Company, has noticed the specific merit of strategic direction for careers at Trust level. One of the implementation strands within our Trust Development Plan is 'Maximising Values', which is where our work as a Personal Development Team sits, including careers education for our students, which has shown to me that this role has been a priority for some time.

How do you feel about the Central Strategic Careers Lead role?

I am incredibly excited by the role – Since starting the role, I have already started to review the Trust's careers framework, have met with external agencies, our local Higher Education institutions, and also attended the CDI Research Conference. I can already see the central position that careers has within the Trust, and have started to identify the potential opportunities for joining up the dots, for the ultimate benefit of our academies and our learners.

What difference do you think this role will make to careers education across the Trust?

My ambition is that we ensure that all of our learners have exposure to high impact opportunities to develop and manage their future destinations, aspirations and career. I believe good careers education influences learners' attitudes towards education, positively impacts their wellbeing, and will consequently improve their outcomes and destinations. I don't necessarily see this as a 'difference' to the careers education across the Trust, but I hope to shine a focus on the versatility of our careers education, and on the wider impact we are having on learners by supporting them with effective information, advice and guidance.

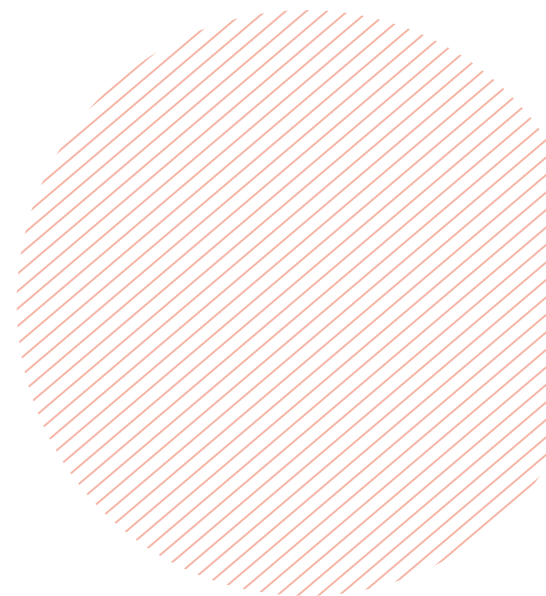
Approaches to Central Strategic Careers Leadership

Approaches to Central Strategic Careers Leadership

The role of Careers Leader

Are your Careers Leaders in roles that are clear within the staffing structure with support and resources to fulfil the role with relevant line-management?

- Engage your Careers Leaders with the free online training from The Careers and Enterprise Company [Careers Leaders: Induction](#)
- Support all your Careers Leaders to engage with the funded Careers Leader training with £1000 bursary from [the Careers and Enterprise Company](#)
- Make sure all your Careers Leaders are signed up and receiving the latest Careers Leader Comms from The Careers and Enterprise Company. They can sign up [here](#)
- For further details of the Role of Careers Leader refer to [Understanding the Role of the Careers Leader](#)



All Careers Leaders require outstanding training

Our training courses provide a huge opportunity for you as a Careers Leader to accelerate your school, special school or college towards achieving the Gatsby Benchmarks. In order to achieve this, we help you improve your understanding of your role and develop the skills required to strategically embed a careers programme. Whether you are new to the role or highly experienced, there are training courses designed for all levels that will help you ultimately inspire young people to find their next best step.

We offer an [online induction](#) to the Careers Leader role designed for those newly appointed to better understand the value of the role and the careers education landscape in all settings.

We also have a fully funded training course led by nine high quality training providers, which will equip you with all the knowledge you need across leadership, management, co-ordination and networking.

Fully funded Careers Leadership training

Over 2,000 Careers Leaders have completed the training and are using it to improve and develop their careers programmes.

- Choose from distant, face-to-face or blended learning courses.
- Network and make new connections with other Careers Leaders.
- Improve your knowledge of the role and gain access to a qualification (up to level 7).
- All Careers Leaders are eligible to apply for a fully funded training place*.

“High-quality careers training is vital for our Careers Leaders; they need to fully understand the complexities of the role and why it is so important. At OAT we want our Careers Leaders to have training to feel empowered and confident to perform their roles well.”

Klara and Rachel, National Lead Practitioners for Careers Education at Ormiston Academies Trust (OAT)



Find out more about the Careers Leader training offer [here](#)

Strategic Leadership of careers

Is Careers overseen by a member of SLT and with direct and regular access to the governing body, reports to a relevant sub-committee, and does careers feature regularly in SLT planning and reporting?

- Engage all colleagues with strategic oversight of careers with the free online training from The Careers and Enterprise Company? [Education Leaders: Careers Awareness](#)
- Education Leaders can also register for our [Education Leader Digest](#)

Statutory Compliance

As the CSCL you must understand the statutory duties and ensure each of your schools is fully compliant.

- Here is the DfE official guidance: [Careers Guidance and access for education and training providers July 2021](#)
- Here is a 2-page summary document which you can share with senior colleagues, one version for schools and one for colleges: [Careers Statutory Guidance – At a glance guide for schools / college leaders](#)

Support and challenge from Governing Body/ Trustees

Do your Careers Leaders have direct and regular access to their governing body and report to relevant sub-committees?

Do your Careers Leaders receive support and challenge from a named Careers Link Governor?

- Engage all relevant Governors with the free online training from The Careers and Enterprise Company? [Governors: Careers Awareness](#)
- Governors and trustees can also register for our [Governor Digest](#)

Effective engagement with an Enterprise Adviser and the national network of Careers Hubs

Are your Careers Leaders supported and challenged by an Enterprise Adviser?

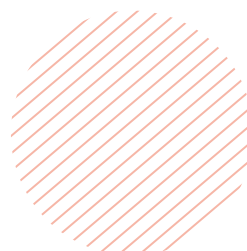
Do your Careers Leaders engage with and contribute to the development of careers across a wider network (Careers Hub, Trust Careers Network)

- Find out more about the role of Enterprise Advisers [here](#)
- Find out more about the national network of Careers Hubs [here](#)

Effective use of Compass/Compass+

Is Compass/Compass+ scoring reviewed to identify strengths/gaps in careers provision and to consider approaches to address gaps?

- Find out more about onboarding to Compass+ [here](#)
- Make effective use of PowerBI data dashboards



Approaches to Central Strategic Careers Leadership:

Strategic careers planning, addressing the needs of all students and impact evaluation

Strategic Careers Planning

Is there a strategic careers plan for each of your schools?

Are Careers Leaders supported to develop strategic careers plans that include strategic priorities for the development of careers with alignment to the overall strategic priorities of the school and/or trust?

The following resource can be used to support your Careers Leaders to create a strategic careers plan [Gatsby Benchmark 1 Module 1: Creating a Strategic Careers Plan | CEC Resource Directory](#)

Are you confident all your careers Leaders are up to date with statutory compliance including Provider Access Legislation (PAL) from January 2023?

Here's a link to a useful guide [here](#)

Development of a progressive careers syllabus and curriculum

Does each school have a progressive structure to careers activity? Is there a careers syllabus in each school with clear learning outcomes for students as they progress?

The following resource can be used to support your Careers Leaders to build a progressive careers programme underpinned by learning outcomes [Gatsby Benchmark 1 Module 2: Building a progressive careers programme | CEC Resource Directory](#)

Impact evaluation of careers

Are Careers Leaders systematically collecting impact evaluation data, including:

- Stakeholder voice
 - Education Engagement (attendance, behaviour, progress, etc.)
 - Destinations Data
 - Student careers knowledge and skills ([Future Skills Questionnaire](#))
- This [quick reference guidance document](#) can support your Careers Leaders with collecting and reviewing impact evidence
 - Find out more about the [Future Skills Questionnaire](#) to support Careers Leaders to measure student careers knowledge and skills at points of transition
 - Find out more about evaluating the impact of career programmes. [This resource](#) guides Careers Leaders on how to approach evaluation and covers the different types of impact evidence, how to use this insight to identify successes and challenges, engage colleagues and improve quality as part of a cycle of planning, delivery and reflection



Approaches to Central Strategic Careers Leadership:

Linking curriculum learning to careers

Highlighting the relevance of subjects and linking curriculum learning to future careers and the world of work

Are staff across all schools provided with resources and support to highlight the relevance of their subject and to make links from the taught curriculum to careers and the world of work?

- Support your Careers Leaders to share the [My Learning, My Future](#) guides with all teaching staff.

Staff CPD to enhance careers in the curriculum

How are Careers Leaders supported to plan and deliver staff careers CPD? Does each staff careers CPD programme include planned and defined content of what staff need to know, understand and be able to do to highlight the relevance of their subject, and to make links from the taught curriculum to careers and the world of work?

Student Skills Development

Is there a consistent approach to skills development across all of your schools?

The Skills Builder Partnership has identified 8 essential skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

- Find out more about the framework, resource and support from The Skills Builder Partnership [here](#).



These resources support subject teaching staff, from over 25 subjects, to have more effective careers conversations with students and to engage students in curriculum learning by highlighting the relevance of their subjects to future careers and opportunities.

[My Learning My Future CEC Resource Directory](#)

“The skills have been designed by educators, employers from all sectors of industry and other impact organisations and these skills empower us to adapt and attain our potential in an ever-changing world”

The Careers & Enterprise Company Trust Community of Improvement (COI)

Our aim for the Trust Community of Improvement (COI) is to develop central strategic careers leadership as a driver of sustainable and continuous school improvement enabling every young person to find their best next step.

Trust Engagement Terms of Reference:

- To grow a meaningful network of Central Strategic Careers Leaders from across academy and education trusts
- To develop and embed effective careers guidance across trusts that impacts positive outcomes and permeates school improvement
- To drive purposeful relationships and engagement and impact between trusts and the Enterprise Adviser Network, including Careers Hubs
- To surface and share exemplary practice of central strategic careers leadership across trusts
- To develop system leaders across careers education
- To develop relevant and high-quality professional development for system leaders overseeing careers across trusts

Through collaboration with other trusts and through the surfacing and sharing of best practice learn from each other and contribute towards our Connect with trusts communications published termly.

We engage as a Community of Improvement via a blend of virtual and in-person networking and CPD sessions. Through these meetings and regular communications, we highlight good practice by allowing trusts to showcase approaches to central strategic careers leadership and effective careers provision across trusts. Find out more [here](#)

If you meet the terms of reference, it would be wonderful to have you on board.

Contact education@careersandenterprise.co.uk

Benefits of the Community of Improvement include:

- Single point of contact with the CEC Education Development team to support your overall improvement priorities
- Single points of contact for onboarding to Compass+ and [Future Skills Questionnaire and Careers Leader training](#)
- Bespoke CPD on effective use of our tools and resources (e.g. use of Compass+ ([link](#)
- [Future skills Questionnaire](#) and additional relevant sessions, including HMI Careers and the Ofsted framework, etc.
- [Bespoke funded CPD offer for CSCLs](#) on 'School improvement through careers leadership'
- Opportunities to engage with the national lead for Enterprise Advisers and the [national network of Careers Hubs](#)
- Access to trust Careers Data dashboards
- Opportunity to surface and share good practice with other Central Strategic Careers Leaders and through our Connect publications

Contact Us

Education@careersandenterprise.co.uk

Appendix 2

Provider Access Legislation

The [new provider access legislation](#) (PAL) will be enacted this academic year, and we're here to help support you with understanding what it means for your school, special school or college.

There are many brilliant and life-changing pathways available to young people. We know that by increasing your students' knowledge of Apprenticeships and Technical Education, it will ensure they are fully informed and aware of many different pathways to find their next best step.

Across the country, there is already great work being done which has seen parents and young people become more positive about technical and vocational routes.

Of course, this legislation on its own won't change student or parent perceptions of vocational routes. It's up to all of us – providers, schools, employers and careers professionals – to come together and make the most of the opportunity it gives us.

What is the provider access legislation?

The provider access legislation introduced in January 2018 requires all maintained schools and academies to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to access Year 8-13 pupils, and to make sure the statement is followed.

What are the new requirements of the provider access legislation?

The updated provider access legislation specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (Year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (Year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend
- To promote the quality and consistency of provider encounters, the legislation includes a new set of minimum information that the school must ask the provider to give pupils during each encounter.

We are committed to empowering the best possible choice and opportunity for young people. The new provider access legislation is a call to action to further build on and scale the great work happening across the country to ensure young people benefit from meaningful encounters with providers of apprenticeships and technical education.

Oli De Botton
CEO, The Careers & Enterprise Company

When will the updated provider access legislation be enacted?

The updated provider access legislation will come into force on 1 January 2023.

What support is available to Careers Leaders to help meet the requirement?

- Several resources will be released in November to support your understanding and implementation of PAL
- Compass+, the online self-evaluation tool will also be updated to enable you to record, track and evidence against the new requirement
- If your school is in a hub, your Enterprise Coordinator is available to help signpost you to relevant information and support conversations about PAL with your Senior Leadership Team

If you have any further questions, please do not hesitate to contact us at:

provideraccess@careersandenterprise.co.uk

If you are based in an FE college or ITP, please view [this email communication](#).

