

# Connect

Building a careers  
community across trusts

Connect for Trusts Edition 5



# Forward



## Nicola Hall, Director of Education, The Careers & Enterprise Company

As careers guidance becomes more embedded across the work of trusts, schools, special schools and colleges in England, and we work collectively to enable all young people to find their best next step, quality assurance of careers provision has never been more important.

March 2023 saw the launch of our [Ready for the Future report](#), the annual CEC report which details trends and opportunities across careers education, please do take a look, you will have been sent a personal copy of the report.

Throughout the course of 2023 we are piloting a series of approaches to system wide quality assurance, through our Careers Impact Review System, which brings opportunities to embed careers leadership at the heart of school improvement.

Gone are the days when careers should be a bolt on to school offers, we are now working in times where careers leadership is the responsibility of a whole school. It is a way to think, not a thing to do.

In this edition of Connect for Trusts, we feature an article about the use of the CIRS to enable peer-to-peer reviews of whole trust careers programmes and provision; a fantastic tool is developing for Central Strategic Careers Leaders to work together to develop trust-wide systems and structures to enable continuous improvement for your schools.

Across the course of 2023/2024 we intend to roll these tools out to trust leaders, alongside institution level peer-to-peer facilitation training and tools. This will enable continuous improvement, standardisation and accelerated progress towards the Gatsby Benchmarks.

I am excited to see how many trusts have engaged with our Trust Capacity Fund for 2022/2023 and we look forward to working with you across the coming months.

I am signing off this foreword by strongly encouraging Careers Leaders in your schools to have signed up for funded Careers Leaders training. If you need any guidance as to the most appropriate programmes, do get in touch or find out more by checking our [website](#). This really is an effective leadership development programme which will also enable enhanced performance across your trusts.

# What is Connect

## What is Connect?

Connect for Trusts has been designed to encourage careers professionals working within trusts, including members of our Trust Community of Improvement, to collaborate, innovate and share experiences and good practice.

## Why does it matter?

We think it's important to inspire collaboration and practice, sharing at all levels, and we recognise the influence and impact that trusts have within the wider education landscape, and your significant impact on a large proportion of young people in trusts across England. We want colleagues to connect with each other to highlight and share great work.

## Who is it for?

Who is it for? Connect is for you! Our publication is for all trusts in England. It is designed to support all careers professionals in trusts, whether your role is strategic careers leadership, senior leader, trustee or Careers Leader. By having a 'Central Strategic Careers Leader' as part of the Trust Community of Improvement, you can network and engage with colleagues, access further support and additional resource, and take the opportunity to share and celebrate best practice on a national level.

The link to register for the Connect can be found [here](#). Share this with relevant colleagues across your networks so we can continue to grow our community.

# Contents

To explore this edition of Connect, please click on the link topics below:

01

**Connect with Senior  
Trust Leaders**

**Page 5**

02

**Connect with Central  
Strategic Careers Leaders**

**Page 11**

03

**Connect with our network  
of Careers Hubs**

**Page 14**

04

**Connect with Support**

**Page 18**

05

**Connect with Best Practice**

**Page 21**

06

**Connect with Trust  
Community of Improvement**

**Page 32**

01

# Connect with Senior Leaders



## Stuart Burns Chief Executive Officer David Ross Education Trust



## Careers education: broadening horizons and shaping futures

The David Ross Education Trust has thirty-four academies; this includes eleven secondary schools across Lincolnshire, Leicestershire and Northamptonshire and in London's Olympic Park. Our vision for all our students is to broaden their horizons and give them opportunities which will help shape their future for the better.

We are unashamedly academic and have incredibly high aspirations for our students. We believe that they can become anything they wish with the right support and guidance. We will do whatever we can to ensure they are ready to take their best next step, whether that is studying in one of our sixth forms, starting an apprenticeship or attending college. We are ambitious for our students, and this informs all aspects of our work. We encourage our students to be courageous in their choices and as a trust we are committed to providing the support that will enable students to do this.

Our sponsor, David Ross, attributes his successes to the opportunities he was given through his education, the arts and sports. There was no grand plan except his drive to be self-employed which came from his family, also entrepreneurs. Our Trust is passionate about giving young people additional enrichment opportunities, in a range of disciplines, to enhance their experiences while at school and to broaden their horizons. We know the value that sports, including our Trust Cups where academies compete against each other in a range of sports, and arts, where we encourage young people to perform and create, are incredibly important.





David Ross at the Ross Lucas Medical Sciences Building, University of Lincoln with Year 13 students from Skegness Grammar School.

We know that many make initial career choices based on the experiences they have as a child growing up and at the David Ross Education Trust, we take this very seriously. We are committed to ensuring all students have positive role models around them, including bringing them in touch with role models within their communities and the wider world. We aspire to give them access to a diverse and interesting range of experiences to help them shape their future.

We are at the beginning of a journey to build on our core values and the foundations already secured to strengthen careers provision across our Trust. We have secondary academies in our Trust who have already achieved recognition for successes in careers provision. This includes: gaining the Quality in Careers Standard; winning awards for their employer engagement work; and supporting students achieve outstanding destinations. This is a key point in our development and

appointing Joanne Woodhouse to the role of Trust Wide Curriculum Lead for PSHE & Careers will ensure this work is in great hands. Joanne brings a huge amount of experience working in careers directly with students, working with Local Enterprise Partnerships and more closely with The Careers & Enterprise Company as an active participant of the Trust Community of Improvement. In September 2022, Joanne Woodhouse joined our secondary central curriculum team, which ensures that the important strategic work she leads is fully connected and complementary to our existing investment in curriculum and teacher development across our Trust.

I am delighted that we are establishing bespoke relationships with universities to support our students on their journey from Year 7 and creating our first DRET Alumni Community to support stronger employer engagement for our students. We are also building

capacity across our Academy Scrutiny Committees to ensure we have strong leaders, from the local community and local industries who understand the labour market and can work closely with our academies to help challenge their direction and bring a different perspective to academy governance. We know that our students value the careers provision, and we are working hard to ensure that this offer is of the highest quality. Investing in our academy Careers Leaders is hugely important for their training and development and the difference they can make for students, but we also know that our students will be best placed in the care of a qualified Careers Leader. We support our Careers Leaders to complete the funded training through The Careers & Enterprise Company as well as encourage them to engage with the network of Careers Hubs and maximize the variety of tools, resources and support they provide.

We are always looking to enhance our offer to students and build on the successes we have already achieved. We value the input from others in relation to careers and enterprise and are keen to work closely with employers, local enterprise partnerships, universities, and colleges to pioneer approaches to careers provision and contribute to learning across the sector.



# The Priory Federation of Academies Trust



## Working with The Careers & Enterprise Company

The Trust continues to engage closely with The Careers & Enterprise Company in achieving its vision for careers education and ensures all academies are proactively using Compass+ to measure our progress towards the Gatsby Benchmarks. All our academies are now part of a Careers Hub and matched with an Enterprise Adviser. The Trust is using the MAT Dashboard to provide headline data about performance against the Gatsby Benchmarks, and to identify strategic areas of improvement, such as Gatsby Benchmark 6, culminating in targeted strategies to address them. We will be participating in the pilot of the Careers Impact Review System as an additional mechanism to quality assure our provision. Following the developments to the Future Skills Questionnaire, the Trust has established a strategic intent to integrate the FSQ into its careers curriculum, to identify skills gaps, and to provide a sense-check for student's career development skills.

Nearly a year on from the appointment of the Trust's Central Strategic Careers Leader, we are taking the opportunity to reflect on the journey we have been on, and continue to go on, with careers education across the Priory Federation of Academies Trust.

The Priory Federation of Academies Trust is a Trust of twelve academies; five primary academies, five secondary academies, an all-through academy, an all-through special school, based in Lincolnshire and Leicestershire. The Trust also provides apprenticeships, through Priory Apprenticeships. The Trust runs the Lincolnshire SCiTT, and has Science and Computing Hub status. The Trust's mission is 'to improve the life chances of our pupils so they become true citizens of the world', and that represents why careers education has been placed at the core of what we are doing for our students.

## Careers Guidance

One of the first actions the Trust made in advancing its careers education provision, was the recruitment of Central Careers Advisers, to coordinate and deliver the personal guidance appointments of all students across the Trust, and within Priory Apprenticeships. There have been countless benefits of making this transition:

- We are able to meet students more regularly, with flexibility in timetabling to ensure those students who need urgent or follow up appointments, receive them promptly.
- Students are able to meet with the same advisor they have already built a relationship with. These relationships are built longitudinally, and students who move around the Trust's Sixth Forms, or transition between key stages, can receive appointments with the advisor again, which ensures the discussions are continuous and progressive.
- The central employment of our advisers is also enabling us to study and evaluate trends, such as job-sectors of interest, which informs our employer engagement, and the intended destinations of our students. This allows us to identify the providers who we should engage with to ensure provision that meets our provider access obligations is meaningful, and relevant to our learners.
- Our team of advisers are also leading on the identification of risk of NEET students, triaging information from academy careers teams and year teams, whilst also proactively quality assuring each other's guidance, ensuring our students receive the high standard of support we would expect.

The Trust is benefiting from the Level 6 Career Development Professional Apprenticeship, by providing succession planning CPD opportunities for staff, whilst also increasing our capacity to deliver personal guidance appointments for students. Using the apprenticeship levy, we aspire for all our academies to have Level 6 qualified staff working in every academy. You can find further details of our Career Development Professional Apprenticeship [here](#), and our Strategic Careers Leader, Ellis Potter, is happy to answer any questions about how the apprenticeship is being used by the Trust.



## Employer Engagement and Experiences of the Workplaces

In addition to the team of centrally employed Careers Advisers, the Trust has also appointed an Employer Engagement Coordinator to work within the central careers team. The Trust acknowledges the crucial role that employers have in the design and delivery of our careers education curriculum. Working with employers and businesses, as a result of the relationships and partnerships built by our Employer Engagement Coordinator, we are able to integrate the latest labour market information into the curriculum, and elevate the voice of our local, regional and national businesses, so that our curriculum reflects the skills they need.

For 2022/2023, the Trust has also launched a work experience strategy, to reflect the challenges that everyone has faced in delivering meaningful experiences of the workplace since the corona virus pandemic. This strategy is written in collaboration with key stakeholder employers, and is an agile strategy, in that it frequently responds to employer, academy, and student feedback. Each of our academies implements the strategy in their own way, contextualised to their setting and student body, supported by our Employer Engagement Coordinator, and the Central Strategic Careers Leader.



### Coveris (Amberley Labels)

Students had a tour of the site, which is part of the international packaging business Coveris, and students soon realised that they will have at least one of Coveris' products in their fridge. Students really got a sense of the scale and the different roles that enables production to take place. They were able to chat with the HR Manager, some apprentices from Engineering and HR, as well as the Design and QA team and Senior Arts Supervisor. Before leaving, students printed their own school labels.



### Red Arrows (RAF Waddington)

We had a briefing from 51 Squadron on the Boeing RC-135 and the crew, their purpose and recent events that were covered in the media. After lunch we were given a briefing on the MQ-9 Reaper, an unmanned drone with a wider wingspan than a Typhoon and learned about its function and capabilities and how it is operated remotely. All the students were able to sit in it and had a tour of the hangar with two of the Red Arrows mechanics. We also got to see the Red Arrows taxi up the runway and take off.



### Primary Career Related Learning

A key strategic priority for our careers education, is that the Trust's primary academies are also embedding and incorporating career related learning into the primary curriculum. The overarching strategy for this, is that an all-through careers curriculum will be developed, providing a sustained and progressive curriculum grounded in the Gatsby Benchmarks, and the CDI Framework. The ambition is that all academies achieve the Quality in Careers Standard, Career Mark, accredited by Complete Careers LLP. All our secondary academies have already achieved, or are working towards, that standard. The Trust has terms of reference that clearly define the one-year implementation strategy for primary career education, which is overseen by one of our primary Headteachers, at Priory Witham Academy, our all-through academy.

**We look forward to continuing to drive improvements to careers education across our academies and apprenticeships, in partnership with The Careers & Enterprise Company, to ensure we truly are improving the life chance of our pupils, to become true citizens of the world.**

Ian Jones  
Chief Executive Officer,  
Priory Federation of Academies Trust



02

**Connect with  
Central Strategic  
Careers Leaders**

## Central Strategic Careers Leaders come together to develop a Trust-to-Trust Careers Impact Review

The Careers & Enterprise Company has been piloting the Careers Impact Review System (CIRS) designed to support a journey towards a progressive and differentiated careers provision, underpinned by relevant learning outcomes, that is embedded within whole school, special school, or college improvement.

The Trust-to-Trust version does not form part of the pilot currently being undertaken within individual schools, special schools and colleges and is a logical addition for Central Strategic Careers Leaders who are developing a trust-wide approach to careers provision.

Its wider aim is around quality assurance of careers provision, and is intended to be developmental, to identify areas for development, enhance practice, support action planning and whole trust improvement.

Each review includes a focus on:

- Resource & support of careers leadership
- Strategic careers planning, addressing the needs of all students & impact evaluation
- Access to high-quality information about future study options and labour market opportunities and encounters with further education, higher education and training provider
- Linking curriculum learning to careers
- Encounters with employers/employees & experiences of the workplace
- Personal Guidance



The Trust-to-Trust impact review involves a similar process to the pilot with the completion of a system level self-review by Central Strategic Careers Leaders, shared with Senior Leaders.

A trio of trusts have participated in our first trust-to-trust review: The Co-operative Academy Trust, The David Ross Education Trust, and Greenwood Academies Trust

Here are the thoughts of Jo, Jo and Sian who took part.

**Jo Woodhouse**  
Trust Wide Curriculum Lead  
PSHE & Careers



The first day of the CIRS was incredibly thought provoking and helpful. Working with two other Central Strategic Careers Leaders, from similar sized MATs and of varying experience in the role was really useful. We were able to share best practice and compare challenges. The focus for DRET is to begin to establish a clear governance model in relation to careers and consider what accountability and reporting looks like, at all levels. In addition to this we are undertaking an audit of the Careers Leaders to ensure the correct resources and support are place across all academies. I would like to thank Philippa and The Careers & Enterprise Company for their help and support in this process to date. I am looking forward to the work and its impact for DRET and continue to work with Jo and Sian.



**Sian Gresswell**  
Senior Adviser  
Careers and Employability

“Coming together with colleagues from different MATs to participate in the Trust-to-Trust version of the Careers Impact Review System pilot was a brilliant opportunity to spend the day reflecting and action planning. The Careers Impact Review System pilot framework provides a useful tool to support with systemic review and improvement and the self-assessment in itself is a worthwhile activity for anyone in a central strategic careers leadership role. Being afforded the space to compare challenges and approaches really added value. In particular, the high-level challenge around aspects of our provision helped to ensure the rationale was sound and refine thinking and I’m confident that the actions generated as a result of this process will lead to positive change.”



**Jo Skyes**  
Director of CEIAG

The Trust-to-Trust Careers Impact Review System pilot gave me the opportunity to deeply reflect on our MAT’s current offer, support and challenge in a professional and safe setting. This was a great opportunity to engage in quality conversation with like-minded colleagues and genuinely share developments and ideas for the future. The post action planning was particularly beneficial and supported me in developing SMART incremental development steps and was used as a tool for discussion in my next line management meeting. Such planning clearly shapes the direction the Trust is moving in and how CEIAG can complement and support strategic thinking.

For the last three years I have carried out a Trust led CEIAG audit but moving forward I will definitely be developing this method of QA and using a combination of expert led coaching and peer to peer reflection with up to three academies at any one time, all with different areas of strength.

03

**Connect with  
network of  
Careers Hubs**

## Karl Grimes Head of Development and Standards



We have been growing our network of Careers Hubs since 2018 and now 90% of schools and colleges across England are benefiting from partnerships with their local Careers Hub. For the remaining 10% we have the activation stage, supporting schools, special schools and colleges to become 'Careers Hub ready' for September 2023.

As a Central Strategic Careers Leader, we want to ensure you are kept up to date with what the Careers Hubs are doing to support your trust schools to improve careers education provision and how the Careers Hubs can add value and capacity to your strategy. In this article, Karl Grimes, Head of Development and Standards, and former Careers Hub Lead, outlines our plans for connecting Central Strategic Careers Leaders with Careers Hubs.

As a Central Strategic Careers Leader, it isn't easy knowing what's happening everywhere, when it's happening and how it's all connected and contributing to the bigger picture, it's a full-time job in itself! Throw working across multiple counties with an ever-growing list of schools, special schools and colleges, and several Careers Hubs to connect with, and you'll be meeting yourself coming back!

### So, how can we quieten some of this noise for you?

Every Careers Hub in the country plans in a consistent way to ensure that national intent (Government policy, CEC strategy) is implemented locally in a meaningful way. This consistent approach and the way in which Careers Hubs report on their work allows us to see where good practice is and where more support is needed. Coupled with our Careers Hub Community of Practice we ensure that Careers Hub Leads up and down the country, are supported to enable employers to engage in a variety of meaningful ways and as a result, impacting positively on the lives of young people.

Careers Hub Leads are keen to engage with Trust CEOs and Central Strategic Careers Leaders to raise awareness of their Careers Hubs and work in partnership to ensure the work of the Careers Hub reflects the needs of education, employers and the local economy.

Now that the Trust community of Improvement is well established and more and more Careers Hub are in a position to work with Trusts, we want to develop a consistent, manageable way for you to stay informed and develop the relationships to enhance ongoing strategic developments.

### What we think is important to your partnership with Careers Hubs:

- Know what the national intent is.
- Know what your Careers Hub/s offer is.
- Understand the strategic priorities of your Careers Hub/s.
- Understand how the strategic priorities for careers in your Trust can be enhanced by working with a Careers Hub/s.

### What we think is important to a Careers Hub in their partnership with you:

- Know who you are and who you work with.
- Know what your priorities are.
- Understand your strategic priorities for careers.
- Understand how they communicate their work with you so that it adds value and capacity.

How will we do this? We have some ideas but would love to involve you in the development of this work. I'll be attending your next in-person meeting to get the ball rolling. I would then like to bring a group of you together with our Hub Leads to have something in place for September, so thinking caps on!



# All Trust schools can now join a Careers Hub!

Trusts up and down the country are doing some incredible work with Careers Hubs. This is having a positive impact on young people and supporting them to make their best next step and in the drive to reduce the number of NEETs.

We still have a small number of Trusts who have schools, special schools or colleges who are not yet part of a Careers Hub. We are here to solve this!

We want to ensure that every school, special school and college across the country is accessing the brilliant free support available to them via a Careers Hub.

## Here are just some of the benefits of being in a Careers Hub:

- FREE support to develop world class careers education.
- Access to a wealth of experience and good practice.
- Collaboration with like-minded colleagues.
- Digital tools including resources and training.
- Brokerage to experiences of the workplace for your pupils or students.
- Partnerships with key employers.
- Local labour market insight.
- Support with achieving and improving achievement against the Gatsby Benchmarks.
- Sharing of best practice.
- Focused and collaborative work with schools, colleges, employers, and apprenticeship providers.
- Assistance to meet your Provider Access Legislation requirements.
- Insight on disadvantage, social mobility and tackling barriers to progression.
- Dedicated support from the local hub team.



Careers Hubs bring together schools, colleges, employers, and apprenticeship providers in local areas across England. The goal is to make it easier for schools, special schools and colleges to improve how they prepare young people for their next steps.



Careers Hubs drive progress against the Gatsby Benchmarks by enabling schools, special schools and college Careers Leaders to access training and support, and to collaborate in a focused way, bringing together best practice and local labour market insight.



Hubs offer schools, special schools and colleges dedicated support from the local hub team and facilitate partnerships with key employers committed to improving careers across an area.



Please take a moment to complete [this survey](#) and we'll connect you to the support you need.

## Calling all CSCLs

Please support your Careers Leaders in your schools, special schools and colleges outside the Careers Hub network to take up this opportunity to start the process and ensure they are driving forward world class careers education. Make sure they:

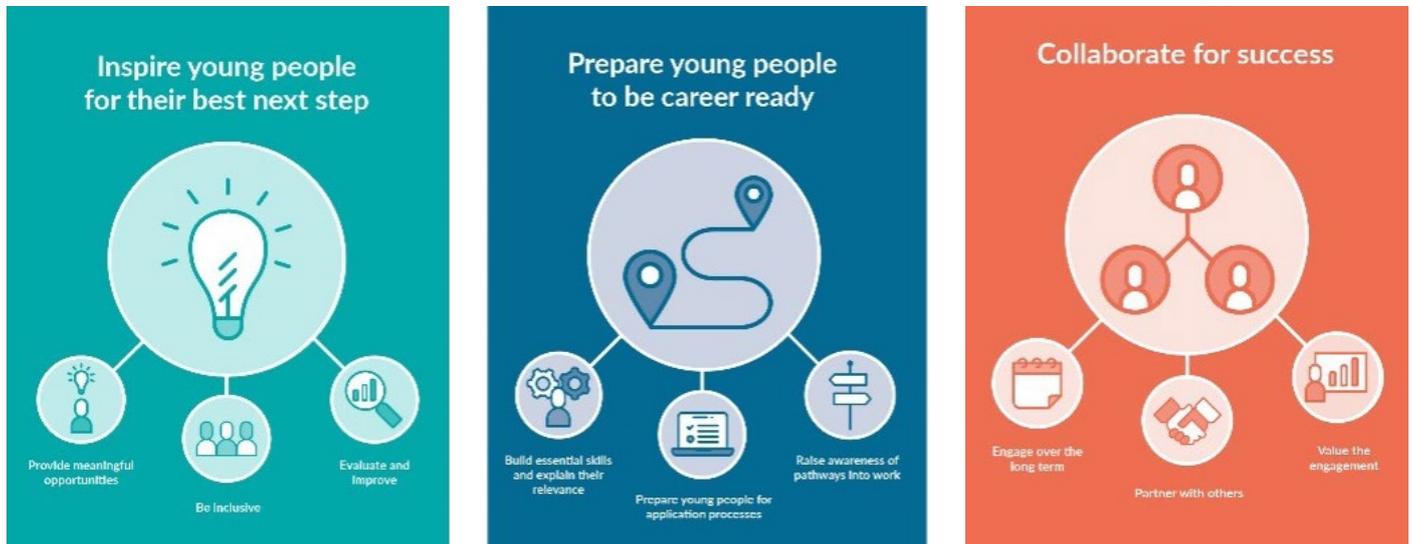
1. Complete the [survey](#)
2. Check out [this page](#)
3. Drop us an [email](#) to register their interest.

Working together we can support Careers Leaders in all elements of their role to ensure that all young people find their best next step.

04

# Connect with Support

# Connect with Careers Network and Hubs



It was great to attend the Trust Community of Improvement in November and give you an overview of our work to develop a set of “Employer Standards for Careers Education”. We see the Employer Standards as creating the foundation on which our collective work can thrive. For experienced organisations, self-assessing their current practice against the standards will bring insight, and provide ideas for improvement generated through case studies, resources, and events. For organisations new to engaging with careers education, the Standards provide a framework to guide them and will have resources and signposting embedded within them to aid organisations to take their first steps. Using the framework and digital self-assessment with the employers working with your Trust will save your staff time and support higher quality encounters and experiences for your young people.

**“We will be launching the Employer Standards in the Autumn and our next steps are to pilot the digital self-assessment and resources with employers from April to June. If you are interested in being part of the pilot group and engaging the employers that work with your schools, special schools and colleges please get in touch with Erica Chamberlain at [echamberlain@careersandenterprise.co.uk](mailto:echamberlain@careersandenterprise.co.uk)”**

Erica Chamberlain  
Head of Strategic Business Partnerships



## Louise Liddle Programme Delivery Manager Primary

The Careers & Enterprise Company has recently been awarded a Department for Education backed programme for Career Related Learning at Primary Level that is aimed at the 55 Education Investment Areas (EIA) announced in a [levelling up white paper](#).

[Research](#) shows that children can fix their aspiration and create future-limited stereotypes by as young as six years of age. [Research](#) has also shown that career-related Learning can widen aspiration and challenge stereotypes so that children keep an open mind about the world of work as they move through education.

The programme offers primary school teachers with support and training to deliver career-related learning. We have partnered with Teach First who will assist with delivering the professional training elements.

### Participation in the programme will help to:

- Increase awareness and aspirations amongst primary aged children of the range of jobs and career pathways available to them in the future
- Decrease the extent to which stereotypes limit children's thinking about their future careers
- Provide children with a forward looking, realistic view of the jobs and the way that we work
- Develop understanding amongst children of the link between what they learn in school, skills and the world of work
- Increase in parental engagement in supporting children to think broadly about future careers
- Increase the efficacy of the curriculum in building pupil's personal development as required by Ofsted

The Careers Hubs will invite primary schools in waves. Most recently North East, D2N2, Peterborough and Cambridge and Cornwall have on boarded 300 schools into this programme. We will be sure to let you know when the area is on boarding primary schools eligible in your trust.



05

## Connect with Best Practice

## Experience of the workplace - case studies

1. By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
2. By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

Gatsby Benchmark 6 describes experiences of workplaces as: “work visits, work shadowing and/or work experience”. It is important to be clear upfront that work experience is not synonymous with experiences of the workplace. We are approaching this topic with growth mindsets and can-do attitudes, taking the opportunity to reframe perceptions.

The Make it Work guide on [‘How to meet Gatsby Benchmark 6 more meaningfully and deliver positive student outcomes’](#) from The Careers & Enterprise Company supports shifting perceptions of experiences of the workplace.

We asked our network of Central Strategic Careers Leaders to share impact driven practice of experience of the workplace and the response was overwhelming in terms of the volume, scope and ambition for activities under Benchmark 6.

Each Trust and their individual academies have their own priorities and as such the aims and intent for experiences of the workplace are of course varied.

“Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.”



This article is designed to help institutions really refine the aim and intent of experiences of the workplace for students of all ages. The implementation and delivery will look different depending on your aims.

In the Make it Work guide, there are a range of potential aims for experiences of the workplace. No one experience will cover all of these and nor should they, yet a range of experiences within a progressive careers programme can cover all or most of these aims to support students in their career readiness journey:

We have grouped case studies and examples from across our Trust Community of Improvement by aims and have focused the examples on the following aims, which were most prevalent in the examples:

-  **Raising opportunity awareness**
-  **Getting 'real-life' experience of work via projects, etc**
-  **Understanding pathways at 16 and 18**
-  **Sense check of career interests/ideas**
-  **Supporting positive destinations data/reduce NEET**

**“Everything works somewhere but nothing works everywhere”.**

Dylan William

<input type="checkbox"/> Sense check of career interests/ideas	<input type="checkbox"/> Increasing student confidence	<input type="checkbox"/> Engaging the disengaged
<input type="checkbox"/> Raising opportunity awareness	<input type="checkbox"/> Raising aspiration	<input type="checkbox"/> Understanding workplace behaviours/expectations
<input type="checkbox"/> Exploration of career opportunities	<input type="checkbox"/> To support socialisation	<input type="checkbox"/> Developing competencies within recruitment processes
<input type="checkbox"/> Understanding pathways at 16 and 18	<input type="checkbox"/> Essential skills development	<input type="checkbox"/> CV development
<input type="checkbox"/> Understanding LMI (Labour Market Information)	<input type="checkbox"/> i.e. Developing teamwork	<input type="checkbox"/> Developing a student's network
<input type="checkbox"/> Understanding growth sectors and the changing economy, including skills 'in demand, etc	<input type="checkbox"/> Increasing student maturity	<input type="checkbox"/> Understanding enterprise and self-employment
<input type="checkbox"/> Supporting positive destination data/reduce NEET (Not in Education, Employment or Training)	<input type="checkbox"/> Developing specific practical skills	<input type="checkbox"/> Getting 'real-life' experience of work via projects, etc
<input type="checkbox"/> Understanding specific sectors/roles	<input type="checkbox"/>	<input type="checkbox"/> Securing part-time work



## Raising Opportunity Awareness

Raising student awareness of opportunities was a common aim shared and evidenced in lots of the examples that we got back from Trusts. This aim for experiences of the workplace is key in raising aspiration, widening horizons and challenging stereotypes.

### Consilium Academies

Consilium Academies run Careers Cafés, which are short events designed around less formal conversations between students and local businesses. The intent is to raise opportunity awareness through developing students' confidence in networking. The discussion is around the employer's own career and the pathway they took as well as sharing what the business does. The event raises opportunity awareness and has secondary aims of helping students to access information about specific careers and local labour market information.

### David Ross Education Trust

The academies from the David Ross Education Trust who are located in the Humber region are part of WiME's (Women in Manufacturing and Engineering) 'Raising aspirations' programme with the aim to inspire young girls and non-binary people to look at the renewable energy industry and careers in STEM as achievable and real opportunities.

To raise opportunity awareness and aspirations, challenge stereotypes and widen horizons (understanding the labour market), a range of workshops around roles are conducted at the schools, showcasing different roles in the wind industry from Offshore Coordinator to Media Manager to Wind Turbine Technician Apprentice.

Importantly, by offering this opportunity in Year 8 it is hoped students will know how to find information to help make education and career choices and so support these students to make informed choices as part of the options process in Year 9.

**"This is a huge and fast-growing industry, and we want local girls to recognise the sector as a future career for them. We're seeing more and more women and girls apply for roles every year, but we still have a way to go in increasing the women in our workforce. I believe that diversity makes the industry better. By introducing girls to female role models at school, they can start to see the opportunities. I really believe if they can see it, they can be it and with our support they know how to achieve it."**

Lauren Little,  
Senior Stakeholder Advisor  
Ørsted



### Nicholas Postgate Catholic Academy Trust

To raise opportunity awareness and understand specific sectors and roles, Nicholas Postgate Catholic Academy Trust offer a 3-day programme for Year 10 consisting of an industry visit in a chosen company, exploring different roles and departments, and an employer insight day [see video](#)

Students are able to identify jobs or careers that match their interest and skills, understand the skills needed by employers and identify the support you need to help you make education and career choices.

### Futura Learning Partnership

Over 400 Year 5 children participated in an immersive day at KidZania, a role play experience to develop future aspirations and explore future career opportunities.

The children took on a wide variety of jobs from fire fighters, police, paramedics, surgeons and vets, to pilots, hoteliers, bankers, journalists, DJs and even members of the Secret Service.

They completed training and tasks that earned KidZania's own currency, which was then saved in the city's bank. The event showcased careers other than those of their family/friends and identified what they might do for a job or career in the future.

**“Our aspiration was to bring our young people to KidZania, to discover careers and jobs which may shape their futures. It was lovely to see all our children so immersed in role play and enjoying the various interactive games and activities. The children will take a lot away from the day and return to their schools with a fresh enthusiasm for their learning and future ambitions.”**

Mark Davies  
Head of Careers and Destinations

## Getting 'real-life' experience of work via projects, etc

Schools which offer traditional block work experience sight the main aim of work experience as getting 'real-life' experience of work via projects etc. From this, outcomes can vary from being able to identify some of the businesses or employers in your area of the country, as well as understand the skills needed by employers in your local area.

### The Priory Learning Trust

The Priory Learning Trust are strong supporters of in-person work experience and each year nearly 1000 placements are sought with a vast investment in preparation to ensure all students find a suitable placement. As well as the above intended outcomes, students also experience the flexible working approaches different businesses model themselves on and indeed, how the workplace is changing with working from home, flexible hours and different closure days. Such a flexible approach supports students to understand how jobs and careers may change in the future and includes a number of students doing the following:

- Half days
- Short weeks
- Work experience opportunities in holidays and outside the fixed-time period, or for specific examples such as army residential work experience
- Working in a group with multiple students in a single business

The work experience is part of a progressive programme including college taster days, CV builder and mock interview days. Another identified outcome is students feel confident talking about their skills in interview and indeed many secure apprenticeships or are offered part-time jobs as a result of successful placements and follow up activities.

### Astrea Academy Trust

Another Trust's approach to getting 'real-life' experience with projects etc, is to work with businesses on a project called Shaping Futures. An additional aim is for students to develop competencies within recruitment processes. Year 10 students are invited to apply for a job role with a company and undertake a selection process. Once recruited, students work in small groups with employers who mentor them once a month and assign them a 'task' which will benefit the company. Students will also undertake a visit to the company to learn more about other job roles. They will showcase what they have learned at a large business networking event at the end of the year, proudly supported by their mentor/employer. The intended learning outcomes enable students to understand different types of recruitment and selection processes, be able to present yourself well in a selection process and feel confident talking about your skills in interview as well as gaining valuable experience developing a host of essential skills for work and life working in groups, with an employer, solving problems, culminating in a final presentation.

**“What’s incredibly exciting is that the students will all have been through a live recruitment process and taken part in projects that contribute towards the company that they’re with.”**

Catherine Carruthers



## Archway Learning Trust

One experience of the workplace from Archway Learning Trust was a Design Thinking Workshop.

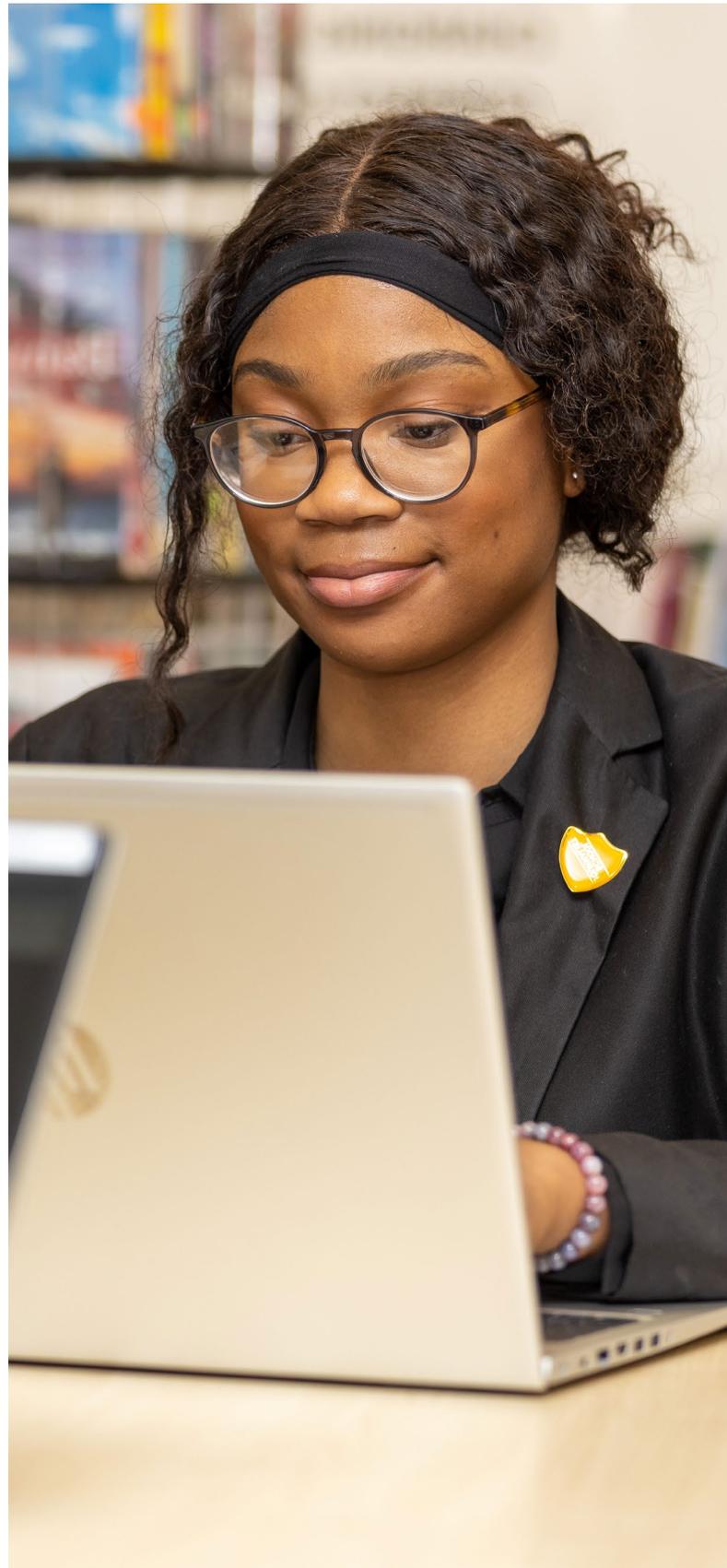
“What a way to start a new week! Bluecoat Sixth Form were delighted to welcome IED Milan and learn all about Design Thinking (DT). Working through the principles of DT our students explored client needs and creative solutions. As they grew in confidence across the workshops, culminating in presenting their collaborative ideas, they became more aware of the power of design thinking used in organisations on a global scale, whilst also recognising links to their current studies and learning skills they can now take with them on their own career journey.”

This enabled students to get ‘real-life’ experience of work via project etc and understand the skills needed by employers.

## Aspirations Academies Trust

Aspirations Academies Trust is very committed to improving the employability curriculum and links with employers and integrate this into all aspects of the curriculum. They are currently working to develop and pilot a model of accredited experiences of the workplace by getting ‘real-life’ experiences of work via projects to increase: the quality of student experiences of the workplace; the volume of opportunities; support learner transitions through industry recognised accreditation.

The aims of the pilot will include finding ways to improve the accessibility of experiences and combat social mobility issues, create a consistent approach to preparation and reflection, and to develop student behaviours, skills and knowledge required in the workplace in alignment with existing frameworks. By aiming to attain accreditation for the qualification, they hope to demonstrate the benefits of a range of different experiences of the workplace.



## Understanding pathways at 16 and 18

### Meridian Trust

The pandemic provided Meridian Trust the opportunity to explore alternatives to traditional work experience. Whilst every school is expected to offer a physical or virtual work experience placement for Year 10 and Year 12, one school also complemented their work experience with a 'Destinations Fortnight'.

The aim was around understanding pathways at 16 and 18 as well as raising opportunities and understanding specific sectors and roles. A range of presentations, lectures and panels for students and parents involving a wealth of organisations from universities, apprenticeship providers and industry professionals, showcased their institutions and jobs, and provided further information, including entry requirements. Students had the opportunity to ask questions and find out more about the opportunities available. Events were delivered during the day as well as in the evening, specifically tailored for parents: apprenticeships for parents; emotional well-being; transitioning to university; student finance; as well as a Q&A panel hosted by parents for parents.

The event supported students and parents to understand pathways at 16 and 18 as well as understand why apprenticeship or higher education might be right for them and identify the support they need to help them make education and career choices.

### Aldridge Education

Curriculum opportunities within the UTC has resulted in a breadth of valuable industry experience for students, and in particular developing their entrepreneurial skills needed to have a competitive advantage for the Creative Digital Media industry pathways at 16 and 18.

Varied placements from within television and broadcasting, radio, and local charities help students understand how to build a network of people who work in industry as well as to understand all options at 18 including apprenticeships, higher education and employment.

### Bohunt Education Trust

Some of the Bohunt Education Trust schools are located near the UK Space 'Corridor' and to help students understand pathways at 16 and 18 and understand growth sectors and changing economy, including skills in demand, they offered a group of 23 budding scientists the opportunity to visit the Kennedy Space Centre in Florida. This included tours, talks and information gathering and insight into space as an industry and career path from industry experts. Interactive experiences enabled students to 'be an astronaut'.

Back in the UK the Space South Central exhibition and workshops were designed to explore the range of careers and qualifications within the industry alongside opportunities to engage with employers and employees to explore what working in the space industry might be like. These events have enabled students to understand the skills needed by employers in your local areas, the support you need to help you make education and career choices, to identify jobs or careers that match your interest and skills and understand all options after Year 11, including apprenticeships, A-Levels, traineeships and T-Levels.



## Sense check of career interest/ideas

There are students in each year who believe they have determined their best next step at 16 or 18 and have a clear vision of which career they wish to follow. One aim of experiences of the workplace can be to sense check these interests and ideas by providing experience of the particular workplace so they gain a greater understanding of the roles available.

### Futura Learning Partnership

As such Futura Learning Partnership gave a group of Year 10 and 12 students who had expressed an interest in joining the Police Force an opportunity to visit the Avon and Somerset Constabulary's HQ and Blackrock Firearms Training Centre in Portishead. The intent was to sense check career interests and ideas. Students were toured around Blackrock's tactical training facilities, firing ranges and mock-up hostage house, meeting with the firearms officers and instructors. The event raised awareness of jobs or careers that match student interest and skills. The visit to the Constabulary's HQ gave them understanding of different types of recruitment and selection processes as they toured the central strategic call centre for emergency calls and were provided with an in-depth presentation around the careers available within the Police Force, as well as information on the application process.

### South Somerset 14-19 Partnership

As well as sense checking career interests and ideas, the 'My Future: experience of the workplace' activity supports students to identify what subjects they might want to study for GCSE.

900 Year 8 students from six partner secondary schools attended Yeovil College and had the opportunity to select a work sector-based activity they had an interest in finding out more, from: Construction, Motor Vehicle, Hospitality, Hair and Beauty, Performing Arts, Health and Social Care, Education, Uniform Protective Services, Digital Sector, Business, Engineering. In addition, the Thales Apprentices delivered a robotics challenge where the students from across the Partnership worked together in groups to deliver the challenge outcome - replicating not only the skills and knowledge needed for the challenge but also the employability skills of teamwork/co-operation, resilience, problem solving, etc.

The Thales Apprentices were also asked what they got from being involved and why they believed it was important for employers to be involved in such activities. Their reflections can be viewed in the [following film](#) of the day.

**"...Upon every visit, I was greeted by students with massive smiles on their faces; there is a positive buzz and students are thinking about how their work in class links to their future."**

A senior leader

## Supporting positive destinations data/reduce NEET



### Turner Schools

Experience of the workplace is outlined as one success criteria in Turner School Trust's priorities. Following a review, they re-focused their aim of supporting positive destinations data in recognising that placements for pupils with SEND were more likely to report a negative experience whilst with employers. Statistics also show that these young people are significantly less likely to secure work following education and on average, have substantially lower earnings 15 years after Key Stage 4. For this reason, positive experiences of the workplace whilst at school are critical for this cohort.

Partnering with Kent Supported Employment, experts in supporting people with additional needs in the workplace, intensive training to one of our Careers Advisers, focused on two aspects:

1. Identifying individual barriers that can prevent pupils from being successful in the workplace;
2. Coaching employers to understand pupils' needs and the best ways to support them.

The training provided a framework for supporting pupils from Year 9 onwards: vocational profiling, including: interests, challenges, strengths, family set up, and willingness to travel on public transport; creating individual action plans, accompanied taster sessions, travel training or training/information sharing for the employer.

This practice is now embedded in their work experience programme and whilst it is early days, their hope is that it will enable more pupils to successfully access meaningful work placements and have the confidence to progress into stable employment in the future.

## Trust Funding

We know that high impact careers education is fundamental to enabling students to make their informed best next steps. The highest quality programmes are employer-informed, embedded in the mainstream of school, special school or college life, are focused on ensuring students are informed about the options available across all pathways and are universal as well as specific provision targeted at those who need it most.

To support this in the Spring term, we developed two grant streams for trusts to develop their strategic approach towards their trust-wide careers provision and the response was phenomenal, with 24 trusts submitting bids.

The funding was designed in two ways: firstly, to support trusts to increase the capacity around the leadership of careers. We recognise that the role of the Central Strategic Careers Leader is still in its infancy and is a pivotal step towards driving systemic impact. Through the Careers Impact Review System pilot and the growth of this strategic leadership, we can link the development of progressive careers programmes to whole trust improvement priorities and have a measurable impact on young people. A variety of models are to be tested from increasing capacity at senior level of a single person, to more distributed models with a range of individuals across trusts taking on specific responsibilities to develop expertise more widely across the trust.

Secondly, we funded opportunities for employers and trusts to develop curriculum led careers-focused lessons, allowing employers to come together with teaching staff to co-design high-quality materials based on sector priorities which can be used in classrooms across England. It is anticipated this will raise the profile of individual sectors, inspiring and engaging students to see the relevance of these areas within the curriculum and consider these as viable options when they select their best next steps. Again, different approaches have emerged from subject specific plans to the development of essential skills through particular subjects, to more generic sector specific materials linking to a variety of subjects.

The trusts will now work with The Careers & Enterprise Company and their partner organisations, where applicable, and implement their detailed plans to deliver on their expected outcomes. Impact will be tracked over the coming months and the findings shared with the Community of Improvement through future Connect articles and presentations. Any findings that can be universally applied, along with the lesson materials, will be made available to all via the Resource Directory.

We very much look forward to working with the trusts on this work.



06

**Connect with  
Community of  
Improvement**

# Our Community of improvement Priorities for 2022-2023

We continue to develop our capacity to provide personalised support for trusts: support, training and engagement for our digital tools (Compass+, FSQ, etc.) and engagement in the funded Careers Leader training offer, which includes a targeted offer for Central Strategic Careers Leaders to [drive school improvement through careers](#).

We are focused on driving purposeful relationships and impacts between trusts and Careers Hubs. Finally, we focus on surfacing and sharing exemplary practice within our Connect for Trusts.

## Our Trust Community of Improvement priorities fall into four main areas:

1. Define and amplify the role of Central Strategic Careers Leaders: a growing number of trusts recognising the need to elevate the central role careers plays in the learning journey of every young person. Research supports that if young people have knowledge of themselves, they know of the opportunities available to them and they are supported to navigate their way through key transitions, then their outcomes improve.
2. Develop relevant and rigorous professional development for Central Strategic Careers Leaders: we recognise the value of high-quality CPD and as such have developed a training programme for senior leaders, with an emphasis on driving school, special school or college improvement through careers leadership. Find out more [here](#).
3. Supporting Central Strategic Careers Leaders with impact review aligned to trust improvement: we are excited that the Careers Impact Review System pilot is underway, and the June face-to-face day will give trusts an opportunity to reflect, self-evaluate and develop action planning within continuous improvement.
4. Providing opportunities for Central Strategic Careers Leaders to maximise the value of relationships and efficiencies through collaboration within the community of Improvement and with our network of Careers Hubs: through our 'Connect' editions and collaboration with partner organisations and series of meetings during the year, supporting needs identified and develop their understanding of the growing Network of Careers Hubs.

# The Growth of our Trust Community of Improvement

Our Community of Practice was first established in April 2021 with just 15 trusts. We continue to attract new members and today there are nearly 60 trusts working to shape the future of careers education and impacting in over 1200 schools with over 700,000 students.

## Academies

### Enterprise Trust Academy

### Transformation Trust Activate Learning Education

### Trust Aspirations Academies Trust Astrea Academy Trust Advance

### Learning Partnership Aldridge Education Archway Learning Trust Ark Schools

### Bishop Hogarth Catholic Education Trust Bohunt Education Trust Bridgwater

### & Taunton College Academy Trust Cabot Learning Federation Cathedral Schools Trust

### Community Inclusive Trust Inspiration Trust The Priory Learning Trust Consilium Academies

### Creative Education Trust David Ross Education Trust Delta Academies Trust Diverse Academies

### Trust Dixons Academies Trust E-ACT Excalibur Academes Trust Future Academies Futura Learning

### Partnership Greenwood Academies Trust Harris Federation King Edward VI Academy Trust Birmingham

### Meridian Trust Nexus Multi Academy Trust Nicholas Postgate Catholic Academy Trust North East Learning

### Trust Northern Education Trust North Tyneside Learning Trust Nova Education Trust Oasis Community

### Learning Orchard Hill College Academy Trust Ormiston Academies Trust Our Lady of The Magnificat

### Multi Academy Company Outwood Grange Academies Trust Redhill Academy Trust Star Academies

### The Co-operative Academies Trust The Kemnal Academies Trust The Laurus Trust The Olympus

### Academy Trust The Priory Federation of Academies The Shaw Education Trust The Skinner's

### Academies Trust \*2023 The Ted Wragg Multi Academy Trust The Two Counties

### Trust Tudor Grange Academies Trust Turner Schools United Learning Trust

### Unity Schools Partnership Wave Multi Academy Trust Wellspring

### Academy Trust Wickersley Partnership Trust 14-19

### South Somerset Partnership