

Careers adviser parents' meeting

A second meeting between the Careers Adviser, the student and their parents.

Activity objectives

- To help parents and students openly discuss aspirations and careers options.
- To help parents and students see how they can work together to explore the options further, through identifying actions and sources of support available.
- To help parents share their experience, expectations and concerns in a supportive and productive way.
- To help parents and students see the Careers Adviser as a valuable and trusted source of support to inform their careers conversations.
- To enable Careers Advisers to integrate their work into the school or college's parental engagement activities.

How to use it

- In a meeting between the Careers Adviser, student and parents.
- Should be used in a follow-up meeting; students should first have the opportunity for an initial one-to-one meeting without their parents, to maintain the impartiality of the guidance.

Delivery time

- 30 minutes.

Need to know

- Parents and students should ideally prepare for the event by completing together the [Family action plan](#) [3 versions available] or [Pathway planner](#) [Key Stages 4 and 5].
- In the Delivery steps, you can find different ways to run this activity depending on the age of the student and level of preparation the family can do in advance.
- This activity is for parents and children to attend together.
- The activity can be delivered face to face or remotely - or with parents attending virtually, while students are in person.

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Establishing the Careers Adviser's role in parental engagement

At the beginning of the year, it is a good idea to involve the Careers Advisers who work with your students in helping to plan your careers activities, and in evolving your parental engagement strategy. If they are able to engage with parents, this will maximise the impact of their interventions. You may wish to share this [Parent and Carer Engagement Toolkit](#) with them.

Work together to identify activities and events where the Careers Adviser could most add value and become known and trusted by parents, e.g. by holding appointments at parents evening, joining the family learning events to answer questions. Consider how your parental engagement activities fit with the guidance the Careers Adviser is delivering at school/college.

To deliver this activity effectively, Careers Advisers will need to be familiar with your parental engagement strategy. Encourage them to reference recent careers and options activities, as well as relevant resources, during their meetings with parents to help maximise the impact of your overall provision.

To make the most of the Careers Adviser's time agree criteria to help you decide which students to prioritise for a second meeting with their parents.

Communication

To maximise uptake of meetings with Careers Advisers, parents and students, you may wish to:

- Promote the meetings to parents via the careers page of your website or in your school/college bulletin.
- Invite specific families to a meeting who have not taken up group opportunities to engage with careers.
- Invite families that have similar needs to attend together to give them confidence.
- Offer a range of ways to hold the meeting, e.g. in person, over the phone, via an online platform or with students in person, and parents joining remotely. It could also help to try multiple approaches with the most disengaged families such as suggesting they text or email their questions first before building up to a meeting.
- Promote the activity through existing direct channels between the Careers Adviser and parents, e.g. if they already hold drop in/virtual careers sessions.




In your communication to parents, explain that Careers Advisers are experts who offer one-to-one support for students to help inform their careers and education options decision-making. Your school/college is offering the opportunity for parents and students to meet with the Careers Adviser in a follow-up meeting. Families will need to prepare for the meeting with the Careers Adviser by completing either the [Family action plan tool](#) (3 versions available) or the [Pathway planner](#) (key stage 4-5) together – for key stage 4 you can decide which tool will be most helpful for families. You could also include information around expectations for the session and some tips for positive support techniques. For example, if you are worried that some parents will not allow their child space to articulate their preferences, you may want to reinforce the importance of listening and asking questions.

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Delivery steps for the Careers Adviser

Step	Activity	Time
1.	Start by explaining the value of parents being involved in careers conversations and how what they discuss in the interview can be explored further at home. Also emphasise that it is fine if parents do not have any personal experience or knowledge of the career path their child is interested in. Working together to research the options and using the support available at school/college is really important. Do a short ice breaker to put parents and students at ease. This could be an activity you already use such as an LMI quiz or you could use the Conversation starter on the Talking Futures site .	 5 minutes
2.	Offer the student the opportunity to share their interests and aspirations and guide them with open questions to explain what they know about the education and career steps they have to take to reach their goal.	 5-10 minutes
3.	<p>For key stage 3-4</p> <ul style="list-style-type: none"> If parents have completed the Family action plan, ask them to talk through the actions they have set themselves. Reflect with the family on whether these align with the student's aspirations. Suggest other areas they might wish to explore, for example, events they could attend, relevant sites they could use. You may want to suggest actions to address concerns they may have shared, or correct any misapprehensions. For example, if the parent is worried about the salary potential of their child's preferred career, suggest they research progression opportunities in the sector. If parents have not completed the Family action plan, share a blank template, and based on the student's aspirations, guide them to set actions as a family that will help build their knowledge and enable the student to make more informed decisions about their next step. You may want to suggest actions to address concerns they may have shared, or correct any misapprehensions. For example, if the parent is worried about the salary potential of their child's preferred career, suggest they research progression opportunities in the sector. 	 15-20 minutes

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Delivery steps for the Careers Adviser

Step	Activity	Time
	<p>For key stage 5</p> <ul style="list-style-type: none"> • If students have already completed the Pathway planner with their parents, ask them to talk through the decisions they have made and the areas they think they need support with. Reflect with the family on whether the decisions they have made on the planner align with the student's aspirations. For example, if the student has decided they don't want to move far away from home but their chosen career is not widely available locally. Also reflect on the areas they have indicated they need more support with and who they have identified as sources of support. Encourage students to see how both their parents and their school/college can help. Ask the parent to suggest how they can contribute and let them know how the school/college can support them. • If students have not already completed the Pathway planner with their parents, work through the decision points with them. Facilitate a discussion around the implications of decisions such as moving away from home or aiming for a job with a lower than average salary, and provide opportunities for parents to input their experiences to help inform the conversation. Complete the section together about where the student needs more help with decisions and who can help them. Encourage students to see how both their parents and their school/college can help. Ask the parent to suggest how they can contribute and let them know how the school/college can support them. 	 15-20 minutes

Learning from the event

- You could survey attendees to establish their engagement with the session, particularly if this activity is part of a package of interventions with the same parents and students. This could be done as part of your follow-up communications or by phoning each family to ask them how they found the activity and what they plan to do next. Example questions and a evaluation template are available [here](#).
- You could build on existing evaluation of your Careers Adviser meetings to capture parent feedback too.
- Longer term tracking by the Careers Adviser could also be used to identify the impact by analysing outcomes in destination data by parental engagement.
- To gain a deeper understanding, evaluate the event within the context of your wider careers provision, both from the perspective of students and parents. Guidance on evaluation is included [here](#).

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