

# Update on the Careers Strategy for school Governors

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The Careers & Enterprise Company

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# Our Mission

To prepare and inspire young people for the fast-changing world of work.



We were established in 2015 to help link schools and colleges to employers **to increase employer engagement** for young people...

...because employer engagement has been proven to:



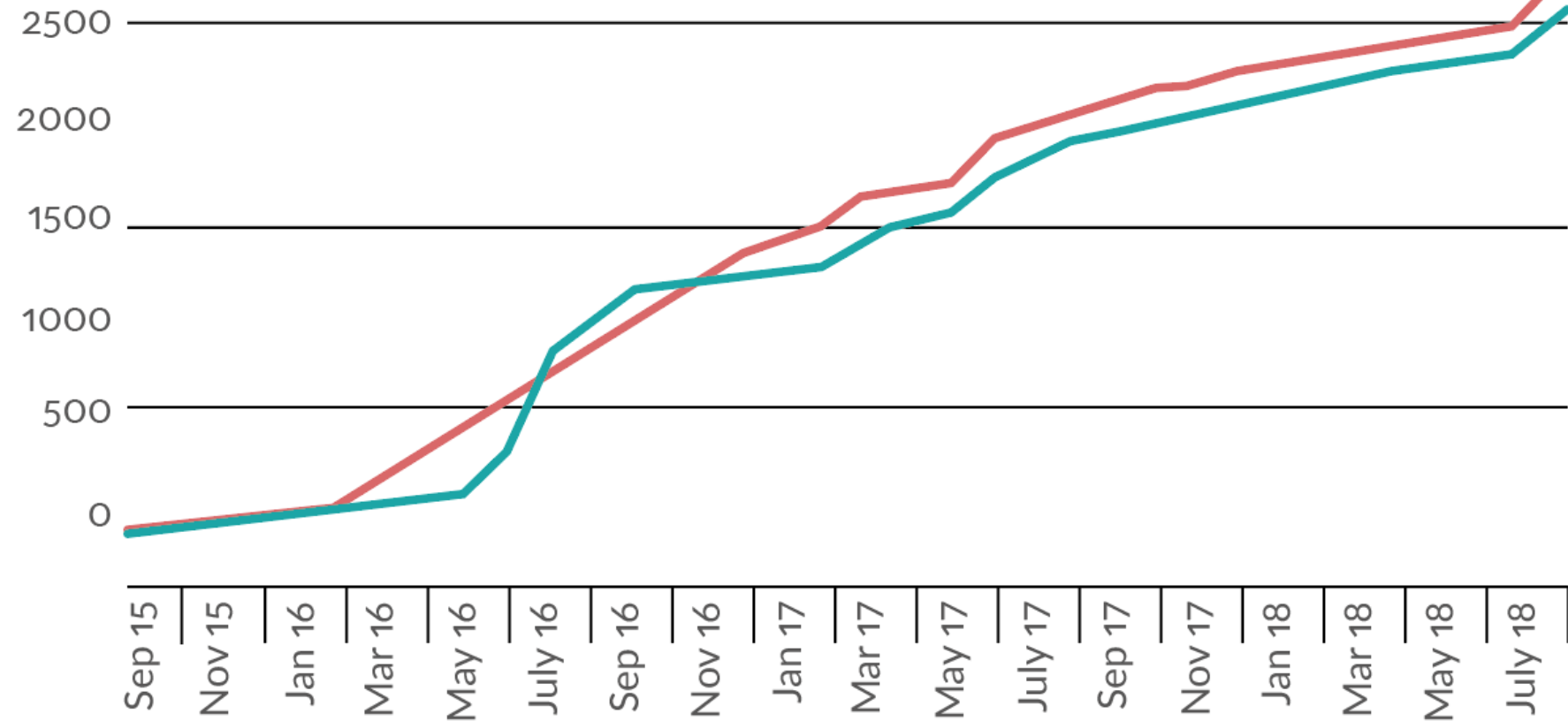
**Reduce NEET levels.**



**Increase future earnings.**



# We have built a national network



Date joined the Enterprise Adviser Network

Enterprise Advisers Schools and colleges

# 2,000

**schools and colleges in our  
Enterprise Adviser  
Network.**



**50%**

**more employer encounters  
reported by schools and  
colleges in our Network.**

**80%**

**of Enterprise Advisers are  
satisfied in their role and  
would recommend it to  
others.**

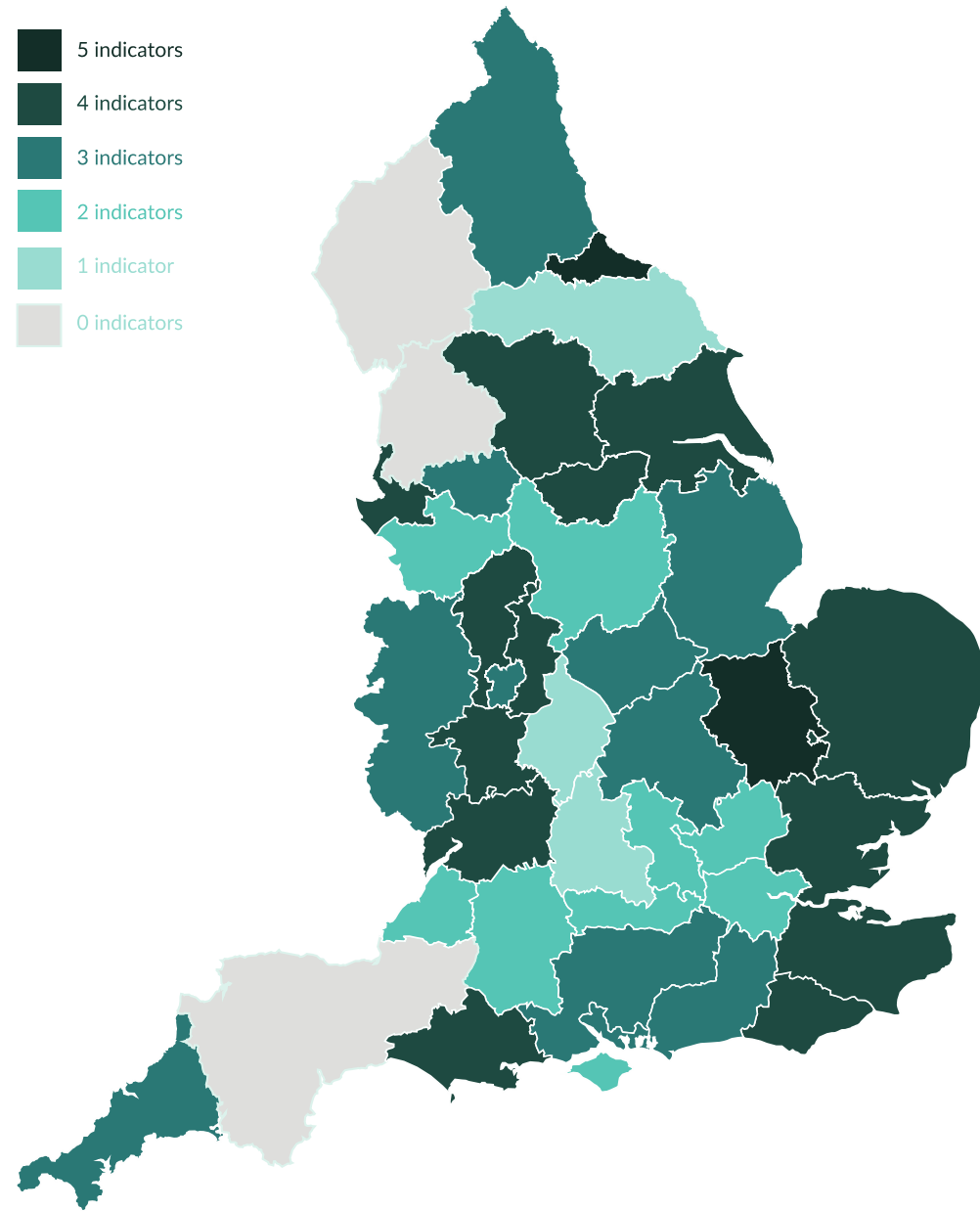
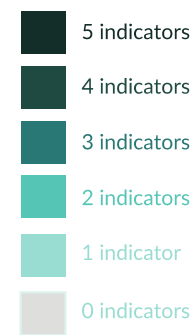
**94%**

**of schools and colleges  
would recommend the  
Enterprise Adviser  
Network.**



# We have provided funding where it's most needed

Cold Spots map



540,000

employer encounters for young people through the investment funds.

150

careers and enterprise programmes supported.

Young people are  
making progress





# 80%

Of young people have an increased awareness of different careers.

Improved *employability* including 10 percentage point improvement in feeling able to come up with new ideas.

# 75%

have a greater understanding of what they need to do to achieve their ambitions.

Improved *personal effectiveness* including a 20 percentage point increase in young people's determination to keep trying if they cannot do something.

# 70%

of young people feel more motivated to work hard at school and college.

Improved *career readiness* including a 20 percentage point increase in a young person's belief that they can make a plan for the next 5 years.





**Careers guidance is not working well... provision is not well coordinated.**

*Ofsted in 2013*

**The current picture is much more encouraging than has been the case in the past...careers guidance within schools is improving.**

*Ofsted in 2018*

*Ofsted reporting improvements in careers support in England*



# Our role

**1. Building  
Networks**

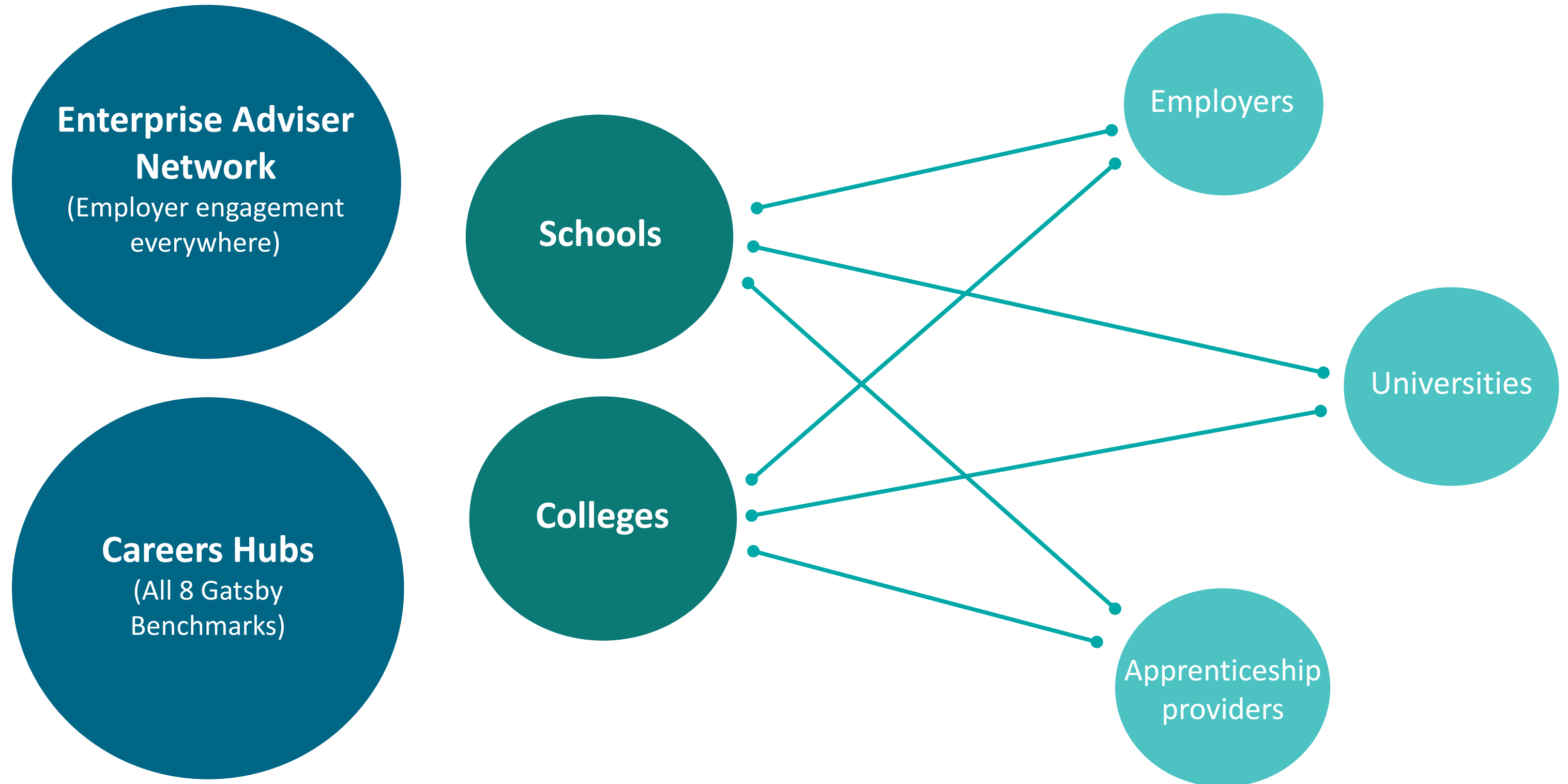
**2. Supporting  
Careers Leaders**

**3. Backing the  
Gatsby  
Benchmarks**





# 1. Building networks



# 2. Supporting Careers Leaders

## Tools and Resources:

- Step-by-step guidance
- Online self-study materials in partnership with Teach First.

## Training bursaries:

- Free training to schools and colleges that have successfully applied for training bursaries.

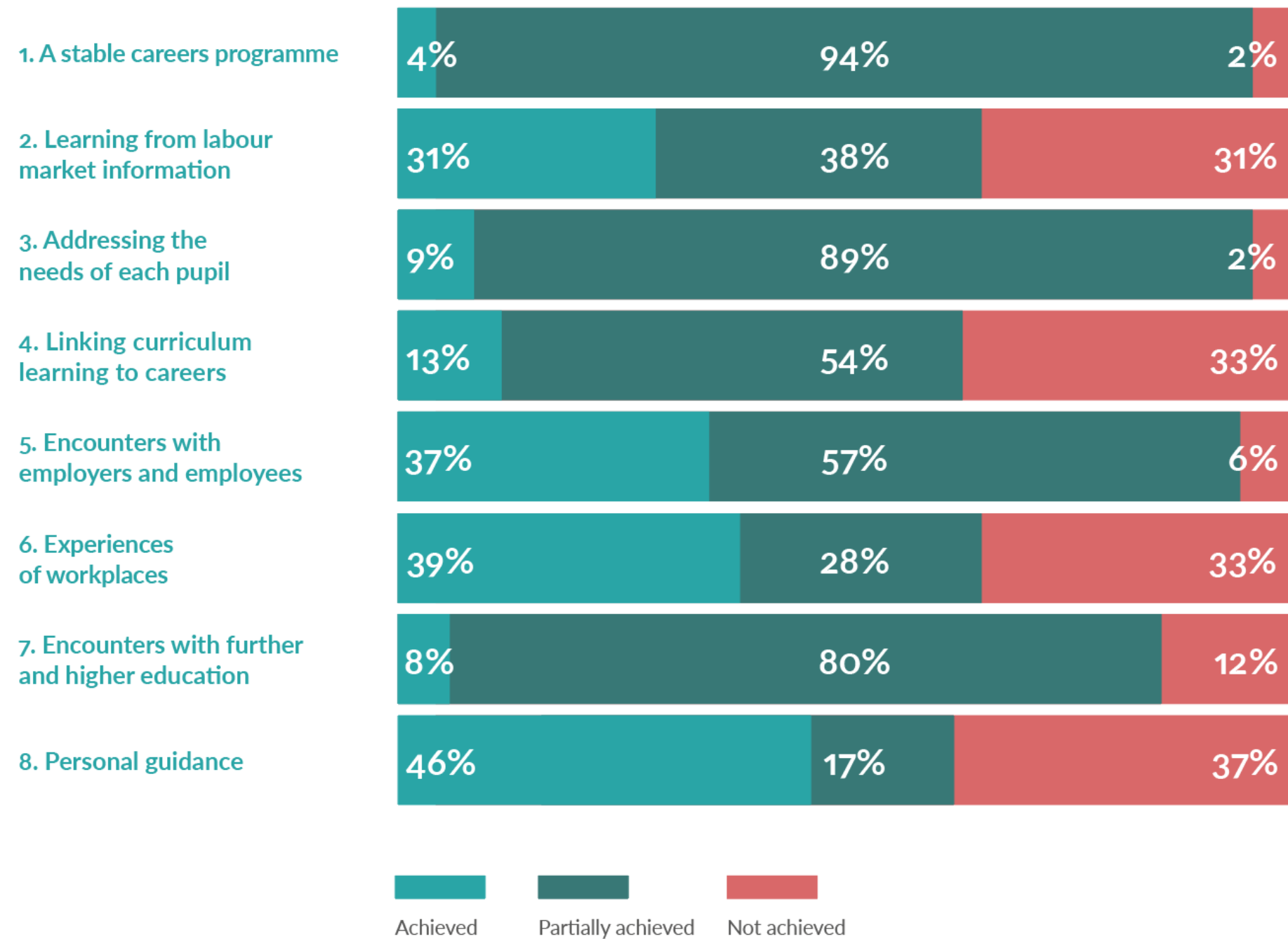
### What is a Careers Leader?

Responsible for the delivery of their school or college's careers programme based on the Gatsby Benchmarks.

Sits on or reports into the Senior Leadership Team.



# 3. Backing the Gatsby Benchmarks



**3,000**  
schools using Compass.

**COMPASS  
TRACKER**

**100s**  
of schools supported  
through Funds.

# What we measure

## Inputs

- **Encounters** with employers, with workplaces, with further and higher education
- **Information** about local jobs, how the curriculum connects to work
- **A plan** tailored to an individual's needs and supported by guidance

## Key outputs

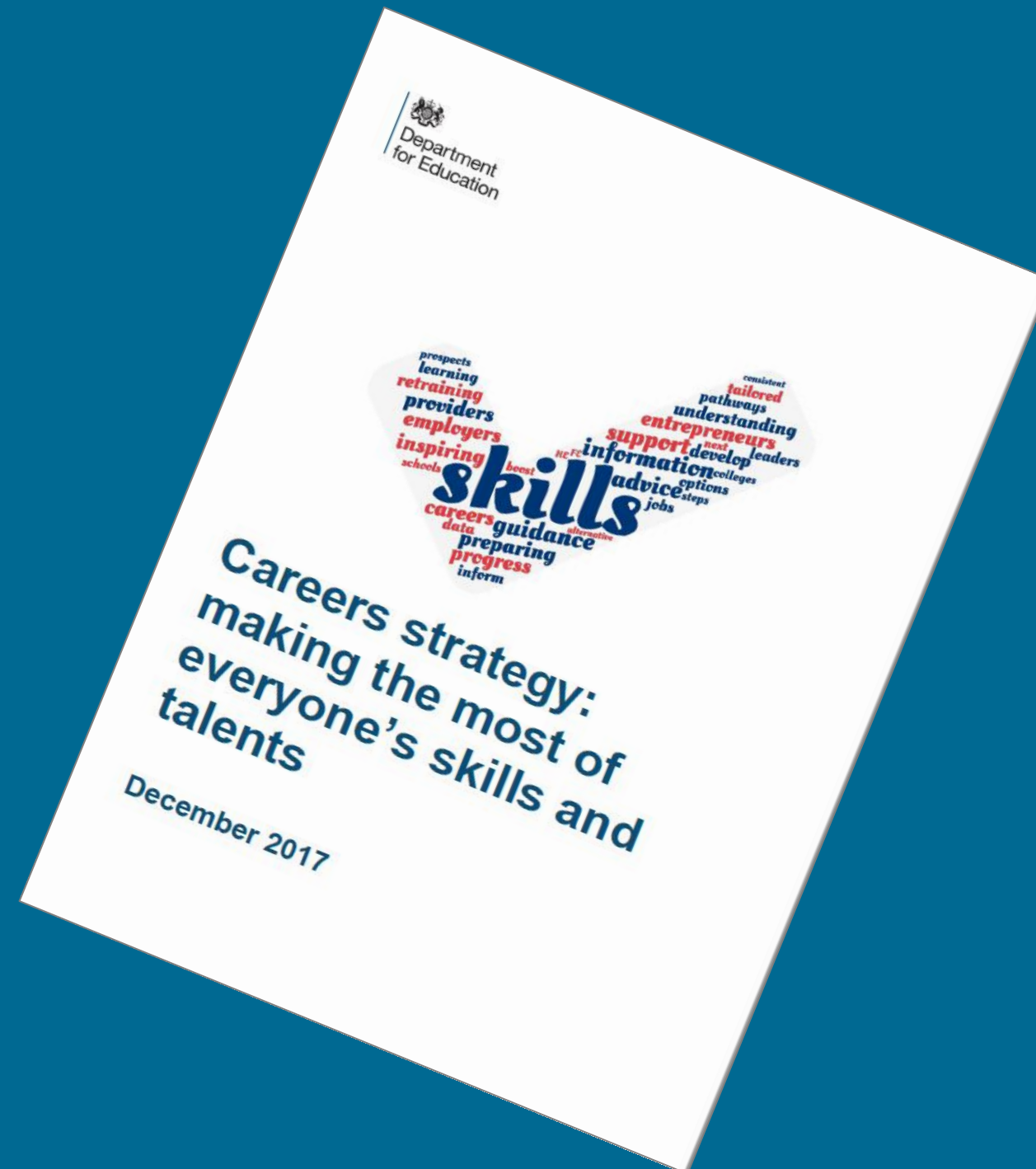
- **Personal Effectiveness** self-belief, persistence, purpose
- **Careers Readiness** careers planning, information and help seeking work-readiness
- **Employability Skills** imagination, problem solving, listening skills, sharing ideas, team work and leadership

## Key outcomes: Destinations

- **NEETs** Number of young people not in education, employment or training
- **Destinations Project** launching: what is a 'good destination'



# The Careers Strategy



## Requirements & expectations of schools

\*taken from statutory guidance published by DfE in January 2018

Timing	Action
Ongoing (legal duty came into force in September 2012)	Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
From January 2018 (legal duty came into force on 2 January 2018)	Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From January 2018 to end 2020	Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	Every school will be expected to publish details of their careers programme for young people and their parents.



## Support for schools

\*taken from statutory guidance published by DfE in January 2018

Timing	Action
From September 2018	Job specification and standards for Careers Leaders developed and started to be used by schools.
From September 2018	The Careers & Enterprise Company will take on a broader role across all the Gatsby Benchmarks.
During 2018 and 2019	CEC will provide tools to help schools meet the Gatsby Benchmarks.
During 2018 and 2019	Careers Leaders training funded for 500 schools and colleges.
By end 2020	All schools will have access to an Enterprise Adviser.

# Amendment to School Information Regulations

The government has published an amendment to the School Information Regulations which will come into force from 1st September 2018. From this date schools are required to publish the following information about their careers programme:

- The name, email address and telephone number of the school's Career Leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the school's next review of the information published

Full details of the amendment can be found here:  
<http://www.legislation.gov.uk/ukxi/2018/466/made>.



# The role of the Careers Leader

# The Careers Strategy

*“Every school and college needs a Careers Leader who has the energy and commitment, and backing from the senior leadership team, to deliver the careers programme across all eight Benchmarks.”*

## Careers Leaders need to:

- have the appropriate skills and experience
- be sufficiently senior to lead the implementation of all eight of the Benchmarks
- have buy-in from the Governors and the Senior Leadership team
- work with subject teachers across the school or college so that careers provision is embedded within the curriculum



# Careers Leaders in schools and colleges

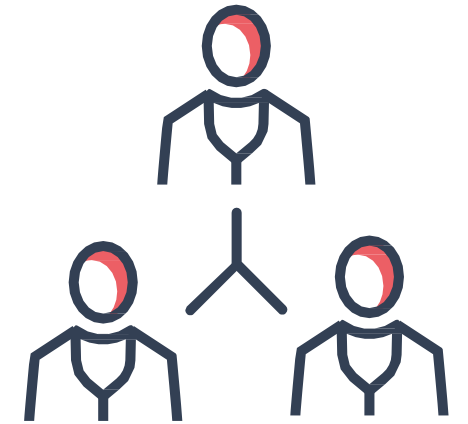
## What are Careers Leaders?

Responsible and accountable for the delivery of their school or college's programme of careers advice and guidance.

The role involves leading the team, planning, and managing careers provision in order to meet the Gatsby Benchmarks

## How are we supporting them?

Training bursaries for 500 Careers Leaders delivered by regional partners



Free online training and resources for all Careers Leaders in the country





## How do schools organise Careers Leadership?

<p><b>Middle leader</b></p>	<p>A teacher, or non-teaching member of staff, is appointed to a middle leadership role, with line management support from a senior leader with overall responsibility for careers.</p> <p>The role is combined with other responsibilities, as a teacher, a non-teaching member of staff or a careers adviser.</p>
<p><b>Senior leader</b></p>	<p>A member of the school's senior leadership, who may be a teacher or a non-teaching member of staff, is given direct responsibility for the leadership of careers.</p> <p>The role is combined with other responsibilities as a senior leader.</p>
<p><b>Outsourced leadership</b></p>	<p>The school contracts with an external organisation or individual to provide its careers leadership.</p>
<p><b>Distributed leadership</b></p>	<p>The tasks of careers leadership are shared between a group of senior and middle leaders working together as a team.</p>
<p><b>Multi-school leadership</b></p>	<p>One individual is the careers leader for more than one school.</p>



# The Gatsby Benchmarks

# What does good careers guidance look like?

- Professor **Sir John Holman** (former Headteacher)
- **Six International Visits** – Netherlands, Germany, Hong Kong, Finland, Canada, Republic of Ireland.
- **8 benchmarks of ‘Good Careers Guidance’** identified.
- Schools starting points in relation to the benchmarks tested via a survey of 10% of schools in England. Findings combined with the international research.
- National Pilot commissioned in 2015 to test how schools and colleges can move from their starting points to a position of achieving the benchmarks.





# The Eight benchmarks for providing good career guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



**Tools, resources and support  
from The Careers & Enterprise  
Company**

The logo for COMPASS features the word "COMPASS" in a teal, sans-serif font. The letter "O" is replaced by a circular icon with a purple-to-teal gradient and a black arrow pointing towards the top-right.

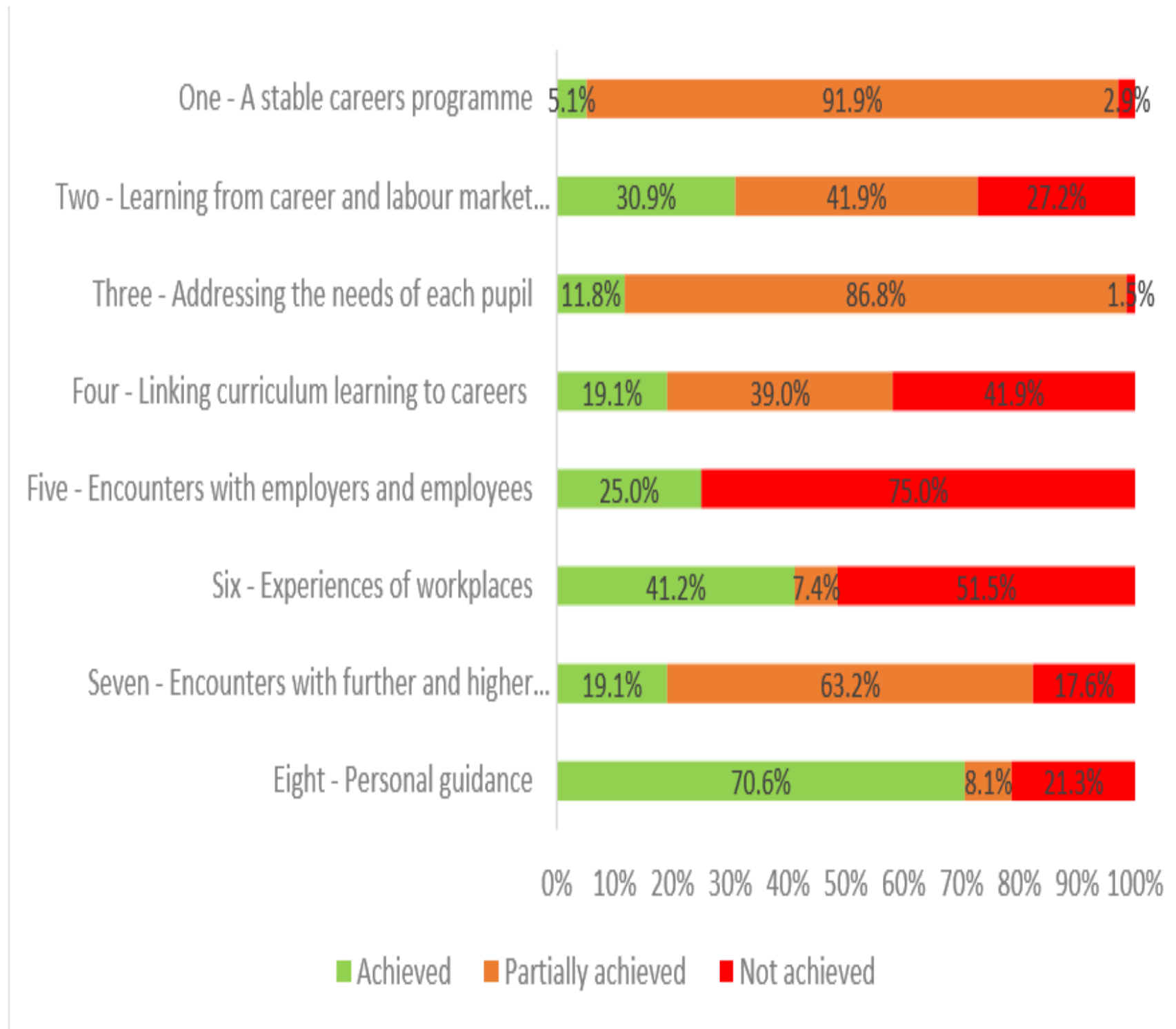
Enables schools and colleges to evaluate their current careers provision against the eight Gatsby Benchmarks

The logo for TRACKER features the word "TRACKER" in a blue, sans-serif font. The letter "O" is replaced by a circular icon with a purple-to-blue gradient and a black arrow pointing towards the top-right.

An interactive planning tool that enables a school/college to plan to improve their provision



# The Greater Manchester picture



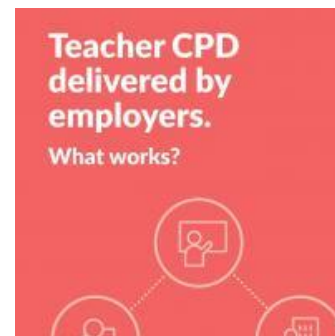
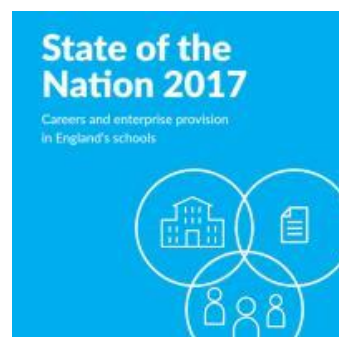
# Tools and resources available

**Enterprise Adviser Network** – by 2020 every school in England will have access to an Enterprise Adviser supported by an Enterprise Coordinator

## Digital Tools & Resources

- **Compass** - an online digital tool to evaluate your school's career provision
- **Tracker** - an interactive planning tool that enables a school/college to plan to improve their provision
- **Toolkits** - Schools, Colleges, SEND
- **Provider and Resource Directory** - in development to enable access to local programmes & resources to support your plan.

## Research





# Careers Leaders support

Guidance and training for schools and colleges

[Home](#) » [Schools & Colleges](#)

We are here to support schools and colleges with putting the requirements of the government's Careers Strategy into place.

## The role of Careers Leader

Careers Leaders are responsible and accountable for the delivery of their school or college's programme of careers advice and guidance.

The person in this role should have a clear overview of their school or college's careers provision, and manage its careers plan so that they meet the [eight Gatsby Benchmarks](#) by the end of 2020.


The Careers Leader leads the school or college's careers activity, but this doesn't mean that they should be delivering all of it. The role involves leading the team, planning and managing careers provision and working

### Careers Leader Guide

For newly appointed Careers Leaders in schools; access essential information, helpful resources and practical tools to help you get started in the role.

[GET STARTED NOW](#)



A young woman with blue eyes and light brown hair, wearing a dark green graduation gown over a white collared shirt and a blue tie. She has her hands clasped together near her chin and is looking off to the side with a thoughtful expression. The background is blurred, showing other people in graduation attire.

# Q&A

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The Local Enterprise Partnerships