

Career-related learning in secondary settings

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Session aims:

The aims for today's session are to:

- Recognise the value of The Careers Strategy for your school/special school/college, your students and your community;
- Identify the key knowledge and understanding a governor requires to have greatest impact;
- Understand and maximise the Link Governor role.

Why?

**Why do governors need to be involved
in Careers Education?**

“

We want careers education and guidance to be embedded in the life of every school and college.”

Positive impacts on young people

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.

Key challenges

- Time & staff resource
- Lack of budget
- Leadership level or enabled Careers Leaders
- Engagement from Headteachers and Principals



The School Careers Leader Journey 2020



Mark Fox 03-09-19

Governor engagement – why?

- To support strategic collaboration;
- To bring an awareness of needs and expectations from different perspectives;
- To bring knowledge – LMI, strategic skills, contacts/networks;
- To take an interest in careers and to encourage key stakeholder engagement;
- To challenge.



Role of a Link Governor

The role of the Link Governor could include:

- Supporting the member of staff at the school who has responsibility for careers education and guidance by arranging regular meetings;
- Reporting back to the Governing Body on how the school's careers education and guidance is contributing to the school's strategic priorities;
- Reporting back to the Governing Body on how the school's careers education and guidance is contributing to pupils' learning and career decision making;

- Facilitating the appointment of people from the business community as school governors or associate members;
- Facilitating partnerships with local businesses;
- Ensuring that the Governing Body is advised of and meeting the requirements of the statutory guidance;
- Ensure that statutory duties are met;
- Encourage schools to work toward the Quality in Careers Standard.

What?

**What should you, as a governor, be aware of
and understand?**

It is important that all governors:

- 1** | Have a good understanding of the Careers Strategy
- 2** | Are fully aware of the school or college's statutory duties
- 3** | Understand Ofsted requirements
- 4** | Are aware of the range of support available from The Careers and Enterprise Company
- 5** | Appreciate the role of the governor in supporting the delivery of the Careers Strategy
- 6** | Feel supported in challenging school leaders

1 | Have a good understanding of the Careers Strategy

The Gatsby Benchmarks



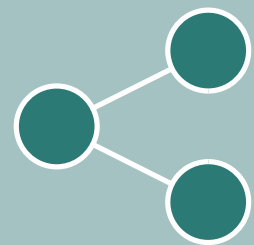
1. A stable careers programme



2. Learning from career and labour market information



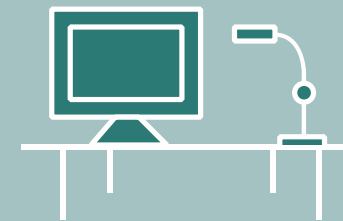
3. Addressing needs of each student



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

**2 | Are fully aware of the school
or college's statutory duties**

Statutory Duties - Requirements & Expectations

*taken from statutory guidance published by DfE in January 2018

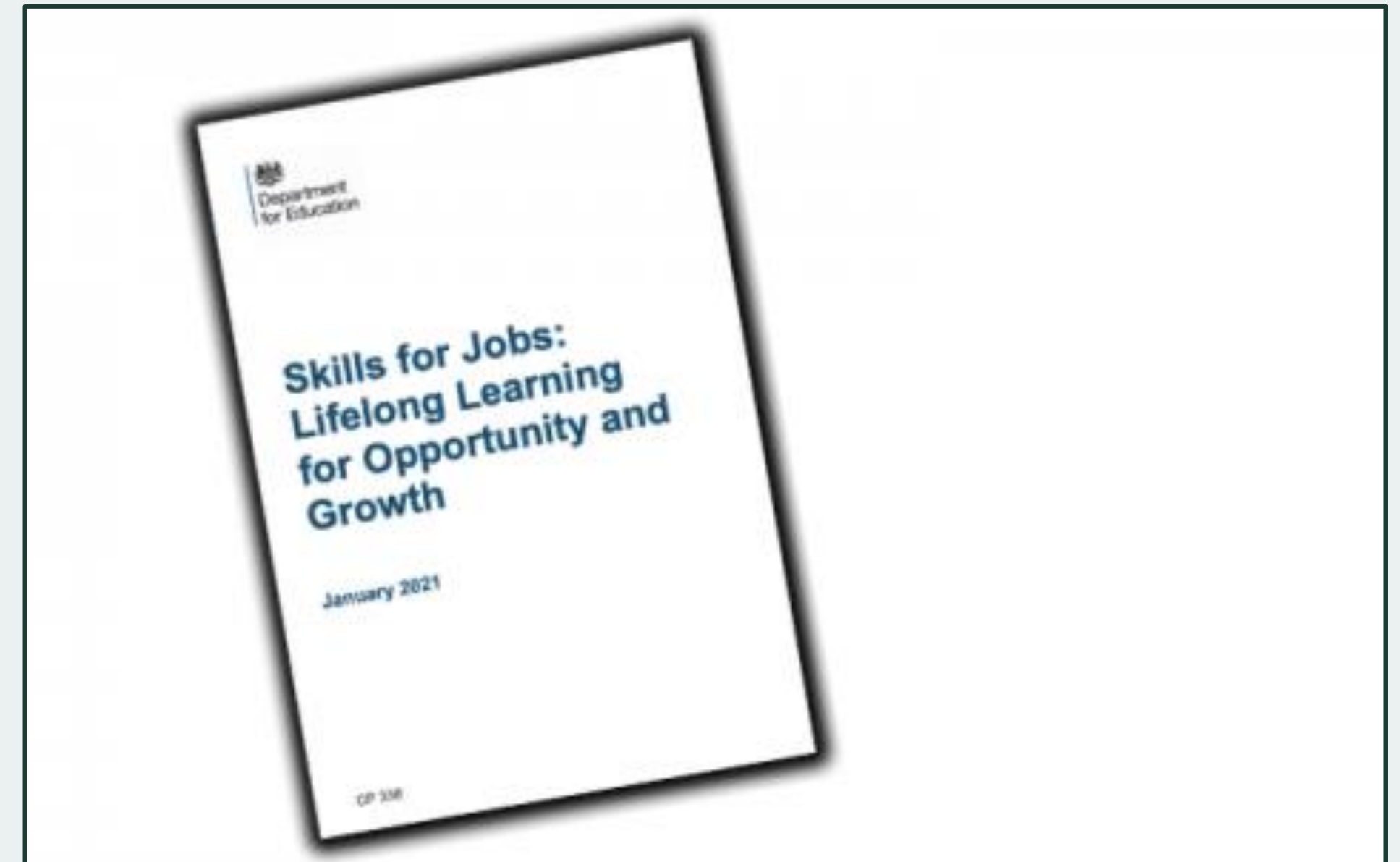
Timing	Action
Ongoing (legal duty came into force in September 2012)	Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
From January 2018 (legal duty came into force on 2 January 2018)	Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purposes 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.
From January 2018 to end 2020	Every school should begin using the Gatsby Benchmarks to improve careers provision now and meet by the end of 2020. For 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.

Skills for Jobs: Lifelong Learning for Opportunity & Growth

Published by DfE January 2021

Main Headlines:

- Restatement of the Gatsby Benchmarks as a key enabler of world-class careers education;
- Lowering the age range of the duty on schools to provide independent careers guidance, requiring schools to offer this support from Year 7;
- Emphasis on data as vital in careers information and guidance;
- Ofsted to undertake a thematic review to provide an up-to-date assessment of careers guidance in schools and colleges and provide recommendations to improve practice;
- Proposal to build careers awareness into every stage of teachers' professional development, from initial training to education leadership.



Destinations Data - DfE Changes to Performance Tables

Announced by DfE December 2020 [here](#)

The Department for Education has announced they will temporarily change the performance tables next year to provide a transparent set of information.

For 2020 to 2021, they will use [compare school and college performance](#) to publish data on:

- the subjects and qualifications pupils or students took at key stage 4 and 16 to 18
- how well schools and colleges support their key stage 4 and 16 to 18 pupils or students to their next destination
- attendance for key stage 1 to key stage 4, with relevant context to take account of the impact of coronavirus (COVID-19)

Technical Guidance to explain how destinations data will be used, is expected shortly.



3 | Understand Ofsted requirements



The EIF 2019 School handbook requires inspectors to evaluate whether schools are providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:

- **unbiased careers advice**
- **experience of work**
- **contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.**

'Careers guidance and access for education and training providers', DfE Oct 2018"

The four key judgement areas:

Quality of Education

Leadership & Management

Behaviour & Attitudes

Personal Development

The new inspection framework places the focus of the inspection through the curriculum lens.

Leadership and Management

Leaders of the school/college at all levels, from Governors, SLT and middle leaders should be aware of the work of the Careers Leader in the context of how it:

- represents whole school/college ambition;
- permeates the curriculum;
- contributes widely to the development of all learners.

Broadening the definition of careers requires:

A shared understanding and agreement of what careers is and how it can support the School/College Development Plan priorities

Management to support the Careers Leader in becoming the 'conductor' of the orchestra with full support of SLT/Governors

Formal reporting procedures to governors to share the strategic careers plan and impact measures



Personal Development

The personal development judgement will look to evidence how the curriculum extends beyond the academic.

As part of personal development, inspectors will evaluate:

“...the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.”

“...it provides for learners’ broader development, enabling them to develop and discover their interests and talents.”

“...the curriculum and the providers’ wider work, support learners to develop their character – including their resilience, confidence and independence.”



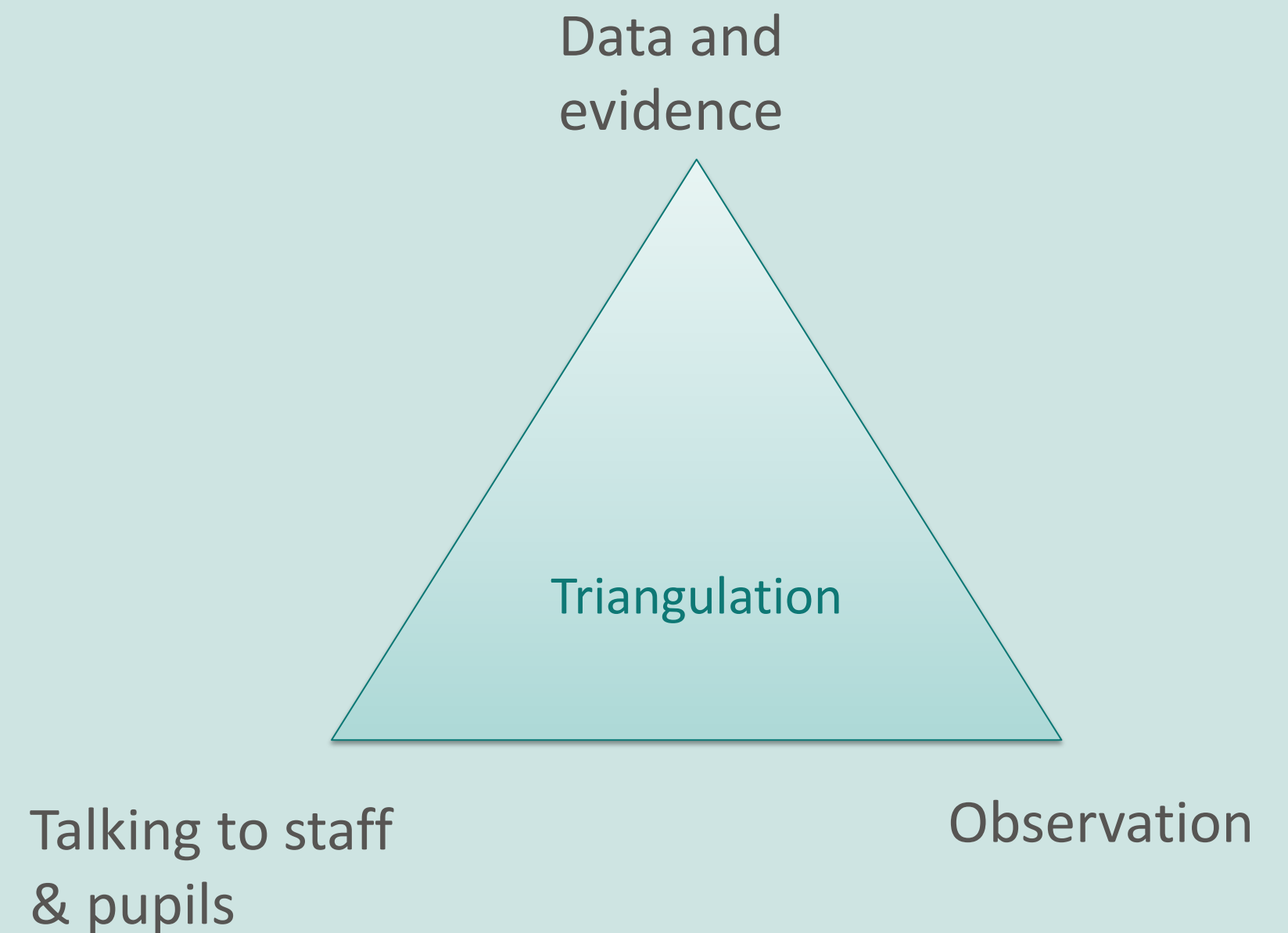
How will Ofsted assess provision?

Inspectors will not ask for further evidence if they have seen it already demonstrated.

Careers should be a golden thread running through the entire curriculum.

Ofsted will triangulate:

- Leadership discussions
- The voice of young people and their views
- What the inspection team see, hear and experience.



BREAK

4 | Are aware of the range of support available from The Careers and Enterprise Company

Education Leader and Governor Bulletins

For updates and support around policy, strategy and the latest thinking and resources from The Careers & Enterprise Company.

Designed to support education leaders and governors to:

- Focus on the key policy information and statutory requirements
- Make informed decisions
- See a return on investment
- Have a measurable impact on young people.

Click here to register for bulletins:

Education Leaders

or

Governors

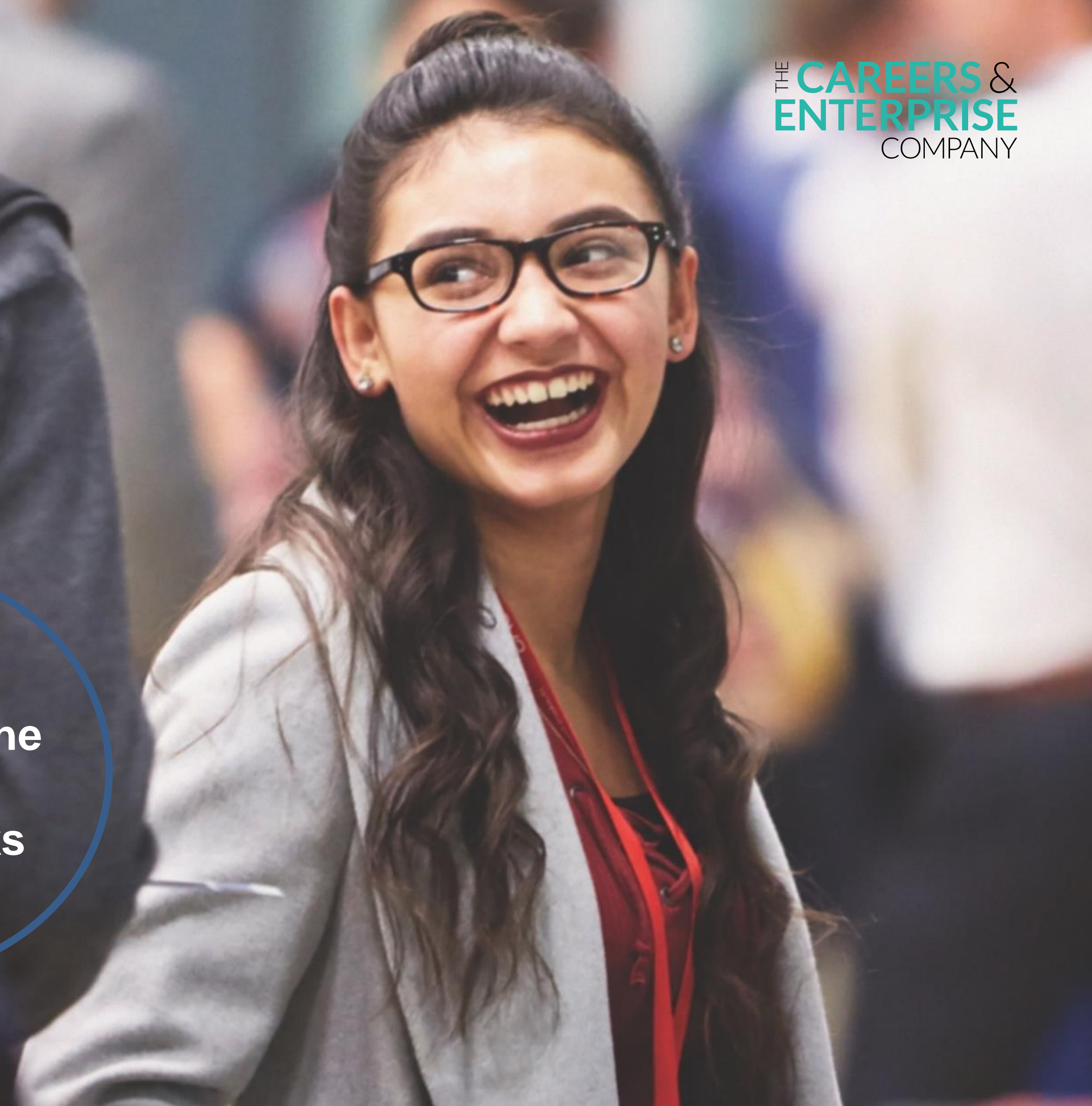


Our role

**1. Building
Networks**

**2. Supporting
Careers
Leaders**

**3. Backing the
Gatsby
Benchmarks**



**What areas would you
find useful to explore
in greater detail?**



Visit the Resources Directory now

Search, browse and make the most of our resources - we can't wait for you to get started.

Share the [Resource Directory](#) with your network - and help others to make a difference.

Sign up to The Careers & Enterprise Company newsletter – to stay in the loop.

Send us your own resources to further enhance the directory – email us at

resourcedirectory@careersandenterprise.co.uk



5 | Appreciate the role of the governor in supporting the delivery of the Careers Strategy

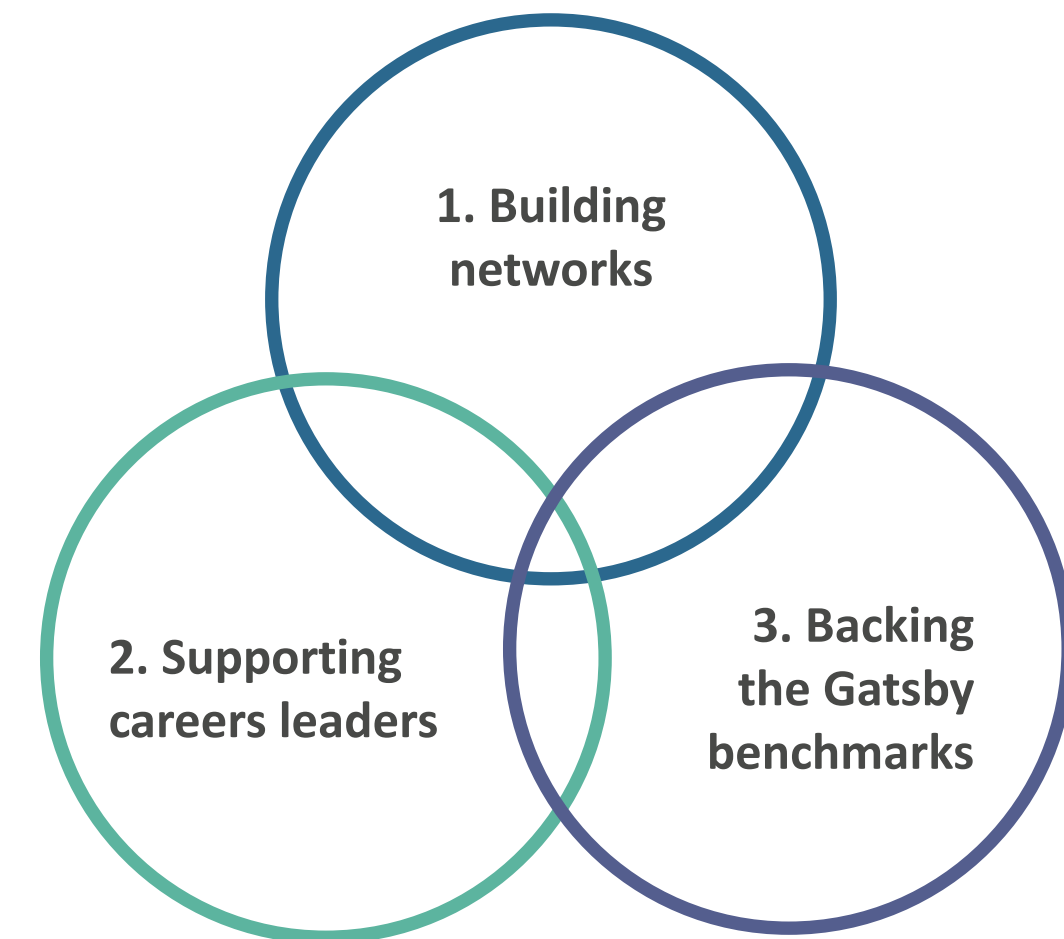
Link Governor: How? Maximising role impact

Free Online Training Modules:

An Introduction to Careers Leadership

Help your link governor to:

- Understand what good careers leadership looks like
- Understand each of the Gatsby Benchmarks in detail
- Give some consideration to what a careers programme and strategy for your school or college could look like



Recommended for:

Careers Leaders
SLT/Governors with
responsibility for Careers
Careers Co-ordinators

Enterprise Coordinators
Enterprise Advisors

**6 | Feel supported in challenging
school/college leaders**

Link Governor: How? Maximising role impact

The Governor Guidance document helps Governors consider the key questions they should be asking of education leaders.

These include:

- General questions about the strategic approach
- Specific questions based around each benchmark



How?

**How can you learn more about Careers Education
in your setting?**

How could you maximise your impact?

COMPASS +

THE CAREERS LEADER DASHBOARD

[Prompt Questions for Compass Evaluations](#)

Five key benefits for careers practitioners



Save time and plan with ease



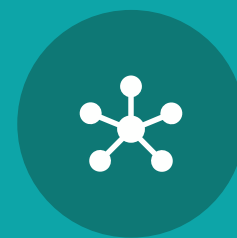
Be more strategic and targeted



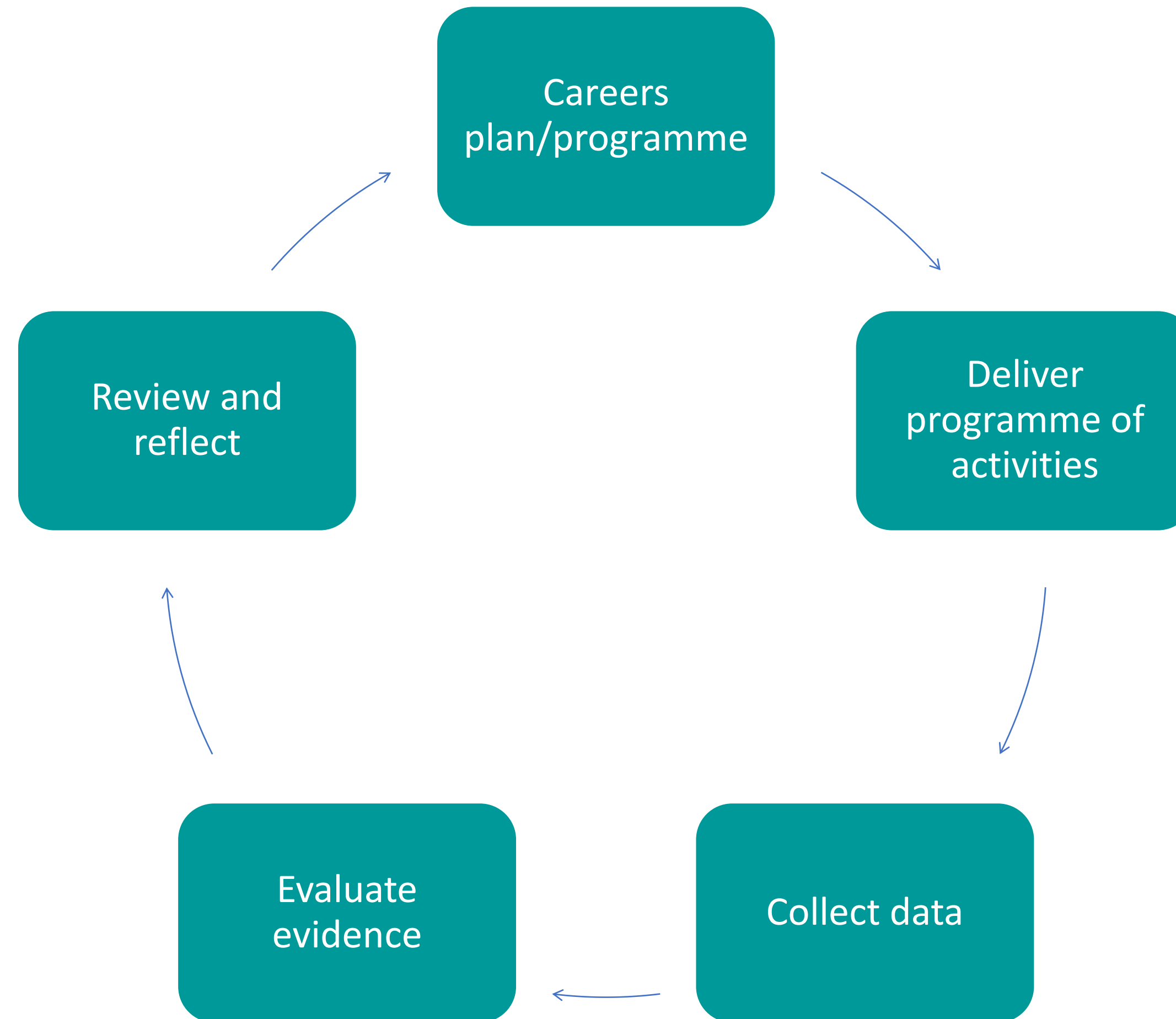
Measure and monitor effectively



Collaborate with colleagues



Reach and build a wider network

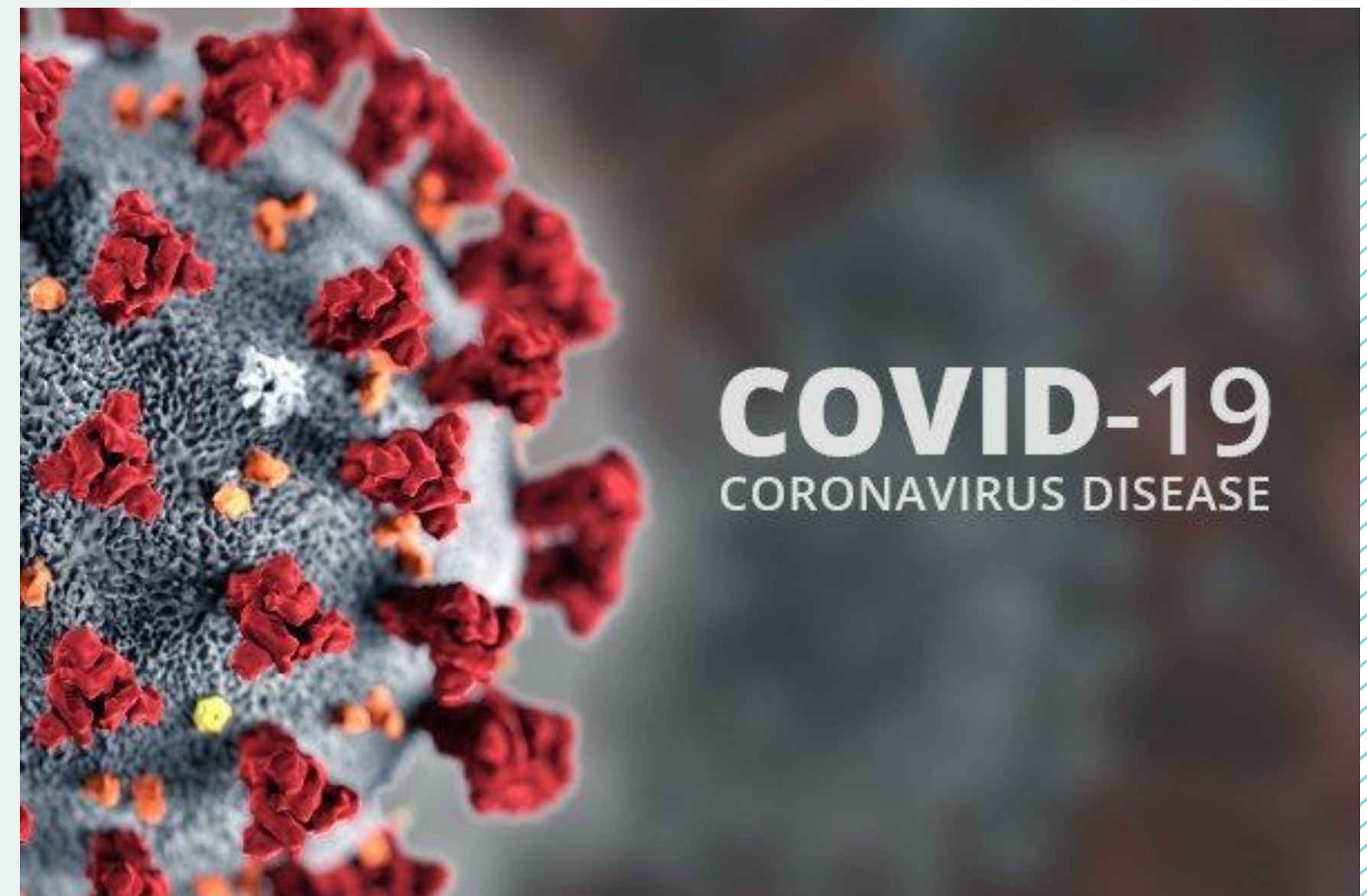


Link Governor: HOW?

The time could be now...

How can your school or college use careers education to:

- Support young people to achieve positive and sustained destinations?
- Re-engage and motivate students to engage with their learning?
- Support your young people in preparing for the changing labour market?



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Thank you

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