

Careers Guidance: Making all the difference

A guide for governors

This guide will help governing bodies to understand and develop their role in advising head teachers on the strategy for careers guidance¹ in their schools.

Why careers guidance is important

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

When students spoke positively about the careers guidance ... they frequently commented that work experience, work tasters and interviews with employers sparked off ideas, as did visits to FE or sixth form colleges. A typical view was that careers guidance worked well when there were opportunities to follow up ideas. Ofsted: *Going in the right direction?* 2013

What the governing body must do

- The governing body must 'ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds)' and 'must ensure that the independent careers guidance provided:
 - is presented in an impartial manner;
 - includes information on the range of education or training options, including apprenticeships and other vocational pathways;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given' (DfE, Statutory Guidance, para. 16, 2014b)².

¹ A short glossary of terms is provided at the end of this guide.

² This duty applies to all maintained schools and PRUs; and it applies to most academies through their funding arrangements.

What governors can contribute

Collectively and individually, governors bring a range of skills and knowledge that can help to improve the quality of careers provision including:

- awareness of the needs and expectations of students, their families and the wider community
- understanding of the local labour market and its opportunities
- useful contacts in other education and training provision and in the community that can be harnessed to create opportunities for students
- personal experience of career planning and development in employment and adult life
- business, financial and HR skills to support strategic planning, effective deployment of resources, recruitment of specialist careers staff, workforce development and review and evaluation.

Actions that the governing body could consider include:

- ensuring oversight of the school's careers provision by the appropriate committee. The curriculum committee, for example, could make sure that the careers policy is up-to-date and it could monitor the effectiveness of provision against the annual careers delivery plan. The committee could also receive regular reports ensuring that methods of intervention are centrally recorded, funding streams such as Pupil Premium are being used to good effect and destination data is embedded as part of the school's overall use of raising attainment, achievement and participation data
- identifying a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments)
- encouraging the school to work towards achieving (or maintaining) a nationally-validated quality award (<http://www.careersengland.org.uk/quality.php?page=introduction>) to instil confidence in the careers provision and raise the profile of the school
- seeking out appropriate opportunities to talk to learners about their experience of the school's careers provision, e.g. by attending events or by inviting a group of young people to talk to the governors' curriculum committee.

The policy framework

The 2011 Education Act made schools responsible for securing independent and impartial careers guidance from September 2012. In the following year, the duty was extended down to year 8 and up to year 13. The statutory requirements for careers and work-related education have been removed.

The National Careers Service has been funded to provide a youth helpline and web-chat alongside the website which is mainly for adults. From October 2014, the National Careers Service will expand its offer to schools and colleges to include brokering relationships with and between schools, colleges, local communities and employers, working with the local Jobcentre Plus where appropriate.

The government is keen for employers, schools and others to work together to inspire young people about the world of work. Students' real-life contacts with the world of work are central to this vision (DfE, 2013b).

Ofsted inspectors are expected to check that schools are meeting their new duty when they evaluate leadership and management in the school. The DfE is also suggesting to governors, schools and parents that attainment and destination measures should be used to assess the quality of careers provision.

The extent to which timely information, advice and guidance provide pupils with a good understanding of the full range of options available to assist them to make informed decisions about their next steps in education, training or employment; the availability and quality of advice and guidance on learning and career pathways; and whether staff have the necessary qualifications, experience and skills to provide information, advice and guidance. (Ofsted: *Subsidiary guidance: Supporting the inspection of maintained schools and academies*. Para 120. April 2014)

Face-to-face advice and guidance provided by individuals from the world of work, alumni, mentors and coaches and careers advisers is regarded as important. Careers advisers have a particular role in helping disadvantaged and vulnerable students to make transitions and those at risk of becoming NEET (not in education, employment or training). The government is also strongly supportive of initiatives to promote traineeships and apprenticeships, enterprise, employability, awareness of STEM careers, financial capability (within Citizenship at KS3&4) and volunteering.

Understanding your school's model of careers guidance

Schools are free to be more ambitious than government policy requires in developing a model of careers guidance that meets the needs of all of their students. The DfE has also published non-statutory advice and case studies to inspire schools (DfE, 2014c). An expanded model can make all the difference between careers guidance that marginally impacts on school performance and careers guidance that makes all the difference.

The key elements of a well-designed system are:

- Distributed leadership – Governors and the senior leadership team set the vision for the school's careers provision (linked to the school's ethos, mission and specialisms) and provide strategic leadership and direction. The senior leader with over-arching responsibility manages the team of careers specialists). Middle leaders ensure effective

day-to-day delivery. All relevant staff (subject teachers, tutors, etc.) take responsibility for their contributions.

- Communication – students, parents and staff know what support is provided and how to access it. External partners know what is happening and how they can contribute.
- Multiple access channels – Delivery is assured through both curriculum channels (e.g. the PSHE programme, subject inputs, enrichment activities, work-related experiences, the VLE and online) and student support channels (e.g. the House and/or tutorial system, mentoring and coaching schemes, careers drop-in sessions and clinics).
- Interconnectivity – Links are made between the different channels of provision to maximise effectiveness
- Reflectiveness – The system is reviewed and evaluated to support continuing improvement.
- Openness – The school recognises that formal careers education and guidance is only one small part of the careers influences on young people. The school, therefore, tries to ensure that the school's other inputs (e.g. extra-curricular and enrichment activities) and influences and ideas from outside school (e.g. family, friends) can be harnessed by the individual student.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require schools to work with their local authority in providing data on their students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

Questions for governors to ask the SLT

Each question is followed by selected hints and prompts.

1. Are we fulfilling our statutory duties regarding careers guidance?

- How well does the provision match the requirements of relevant legislation, Ofsted inspection criteria and DfE recommendations?
- Does the school have a careers guidance policy in place that is reviewed by the appropriate governors' committee (ideally every two years) and reflects national requirements and our ambitions?
- Does the school have a member of the Senior Leadership Team who takes an overall responsibility for leading and managing the school's careers provision?

2. What difference is the school's performance making to the career-related attainment and progression of our students?

- Has the school analysed the school's data on destinations at the end of KS4 and KS5 going back over the last 3-5 years?
- Does the school regularly evaluate data on the quality and impact of the school's careers provision and use it to inform improvement?

- How does the school promote its careers provision to students, their families, local education partners and employers?

3. What contribution is our careers provision making to school effectiveness and improvement?

- Does the school's annual careers delivery plan make clear how careers work will support the achievement of the goals in the school's improvement plan?
- On which judgements made by Ofsted in Section 5 school inspections is the school's careers provision having a positive impact?

4. Have we allocated sufficient resources to meet our duty and are we getting value for money?

- How much does careers guidance cost the school?
- How does the school procure, manage and review its careers guidance contract with an external provider?
- What is the budget process for careers?
- How does the school negotiate the contribution of other partners?

Glossary of terms

Apprenticeships	An apprenticeship is a training and employment framework in which an individual gains the experience and learns the knowledge, skills and attitudes they need to become established in a profession, trade or other area of work. Apprenticeships are at different levels of difficulty: intermediate (level 2), advanced (level 3) and higher (level 4)
Career	The basic definition of a career is the sequence of positions and roles held by a person in the course of their working life. This definition refers to the information that is typically recorded on a person's CV. A wider and more holistic definition would include how a person feels about the experiences they have had on the way and its impact on their life as a whole
Careers education	Refers to taught activities and interventions in the planned curriculum that lead to learning. The ACEG Framework of careers and work-related education outcomes (CDI, 2013) is widely used by schools to structure their provision. It is very difficult to teach careers education well as a subject. The term 'career-related learning' is sometimes used to describe a looser provision in which other learning may be dominant, e.g. career-related learning in English. 'Career learning' is a useful term that describes the learning of the career by a student taking a vocational subject such as hairdressing or engineering.
Careers guidance	This term has a multiplicity of meanings so it is important to clarify the context in which it is being used. It can mean the

	<p>umbrella term for all the activities that make up a school's careers provision, e.g. careers information, careers education, work-related experiences, planning and recording progress, coaching, mentoring, counselling, guidance. It can also be used to refer to the range of helping and support activities for young people. There is more to careers guidance than one-to-one interviews or conversations. Small-group work and interventions mediated by digital technology and social media tools are part of emerging practice. Where the term 'advice and guidance' is used, 'advice' refers to the straightforward help given to a student and 'guidance' refers to the more complex and in-depth help that some young people need.</p>
<p>Career skills</p>	<p>Young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help individuals to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.</p>
<p>CEIAG</p>	<p>The shorthand used in education can be baffling to outsiders! CEIAG stands for careers education, information, advice and guidance.</p>
<p>Coaching</p>	<p>Coaching is a way of helping students to get the best out of themselves. Coaches strengthen the motivation of individuals to succeed and train them in the skills they need to achieve their goals.</p>
<p>Employability</p>	<p>A young person is employable if they have the skills and resources to get and maintain themselves in work. Many different employability skills frameworks have been developed. The key point from a careers perspective is that employability is not just about possessing the skills that employers need. It is about having the skills that employers are looking for and which enable the individual to fulfil their aspirations in working life.</p>
<p>Enterprise</p>	<p>Showing initiative and being entrepreneurial are key qualities and skills that enable individuals to contribute to the health of the economy but which also help them design and manage their own working lives</p>
<p>Equality Duty</p>	<p>The Equality Act (2010) offers protection to individuals and groups that might otherwise experience stereotyping, discrimination or prejudice in any area of their lives including their careers and work. The 'protected characteristics' that apply to young people are sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or</p>

	maternity. Schools are required to publish equality information at least annually and to set their equality objectives at least every four years. It is vitally important that the performance of the careers guidance duty is underpinned by the equality duty.
IAG	IAG refers to information, advice and guidance (see 'careers guidance' above)
Impartial	Impartial does not mean being neutral. It refers to putting the interests of the young person before any other consideration. Ofsted and the main associations of FE colleges have regularly reported on how this principle has been infringed by a minority of schools that seek to protect their sixth forms. Impartiality is also compromised when school staff are ignorant of the full range of opportunities available to their students at key decision and transition points. What matters most to students is the credibility of careers staff, e.g. Do they know what they're talking about? Can they make things happen?
Independent	In this context, independent means external to the school.
Mentoring	Mentoring is a planned programme in which a more experienced individual helps one or more less experienced individuals to develop and make progress in their learning and work.
PSHEe	Personal, Social, Health and Economic education. Schools often have their own variant of this formulation. It refers to programmes of study that are designed to promote personal and social well-being and 'learning for life'. Aspects of careers education may be delivered through PSHEe either in an integrated way or as separate modules.
SLT	Senior Leadership Team. It is important that a member of the SLT has overall responsibility for careers work in the school and can, therefore, ensure that the schools is providing appropriate levels of support for all students but in particular for students with protected characteristics, looked after children, young carers, students with special educational needs and students for whom the school receives the Pupil Premium.
STEM	A shorthand for 'science, technology, engineering and maths'. STEM-related industries are vital to the success of the economy and are the focus of a drive to overcome the problem of labour shortages.
Work-related learning	Work-related learning is learning about, for and through work. Learning about work promotes economic and industrial understanding. Learning for work promotes careers awareness and employability. Learning through work promotes the use of the world of work as a resource and a relevant context for learning in all subjects.

Further information

CDI (2013) *The ACEG Framework for Careers and Work-related Education: A practical guide* <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013a) *The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf

DfE (2013b) *Careers: Inspiration Vision Statement*
<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014a) *Governors' Handbook*
<https://www.gov.uk/government/publications/governors-handbook>

DfE (2014b) *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

DfE (2014c) *Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff.*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf

Ofsted (2013) *Going in the Right Direction? Careers guidance in schools from September 2012* <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

Ofsted (2014) *Subsidiary guidance: Supporting the inspection of maintained schools and academies* <file:///C:/Users/anthony/Downloads/Subsidiary%20guidance.pdf>

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