

Compiled by Janet Collidge of



#NCW2018
@CAREERSWEEK

THE NCW GUIDE: CAREERS ED IN SCHOOLS



**NATIONAL
CAREERS
WEEK**

KEY TO ABBREVIATIONS & TERMS

CEC	The Careers & Enterprise Company
CDI	The Career Development Institute
Framework	A set of outcomes that you want to achieve by delivering your programme
LEP	Local Enterprise Partnership
MAT	Multi-Academy Trust
NCW	National Careers Week
Programme	The nuts and bolts of your offer
PSHE	Personal, Social and Health Education
SLT	Senior Leadership Team
The Gatsby Benchmarks	There are eight: <ol style="list-style-type: none">1. A stable careers programme2. Learning from career and labour market information3. Addressing the needs of each student4. Linking curriculum learning to careers5. Encounters with employers and employees6. Experiences of workplaces7. Encounters with further and higher education8. Personal guidance.



#CAREERSED4SLT - WHAT SLT LEADS NEED TO KNOW

The SLT link for careers needs to understand the role and responsibilities of the careers leader and the legal implications of the statutory guidance.

LEGAL REQUIREMENT – THE BAKER CLAUSE

Front and centre of the new guidance is the Baker Clause, so called as the former education secretary Lord Baker called for an amendment to the Technical and Further Education Act which came into force in 2017.

From January 2nd 2018 all local authority maintained schools and academies need to:-

- Give education and training providers the opportunity to talk to students in years 8 to 13 about approved technical qualifications and apprenticeships
- Schools must have clear arrangements in place to ensure that all students have opportunities to hear from providers of post-14, post-16 and post-18 options at, and leading up to, important transition points
- All schools must also publish a policy statement outlining how providers can access them, the rules for granting and refusing access, and what providers can expect once granted access

The statutory guidance document provides an example policy on page 28/9

REQUIREMENT PLANNING AND MANAGING THE CAREERS CURRICULUM IN SCHOOL

In order to comply with the statutory duty published by the DfE and Ofsted's expectations under the Common Inspection Framework, schools in England must deliver a planned framework of careers learning. This core programme needs to be in place by September 2018. and needs to be based around the Gatsby Benchmarks. More details about these later.

EXPECTATION - WORK TOWARDS ACHIEVING THE GATSBY BENCHMARKS BY 2020

There are eight Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the 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.

Pages 6/7 of the guidance provide a more detailed overview of the benchmarks and the CEC have produced a tool to support schools in working towards them called the Compass Tool.

www.careersandenterprise.co.uk/schools-colleges/about-compass

LEGAL REQUIREMENT - APPOINTING A CAREERS LEADER

Staffing - Careers isn't a one-person job – It takes a whole village to educate a child.

The statutory guidance issued in January 2018 requires schools to have a careers leader in post by September 2018. That will normally be a MLT level person; either a teacher or a careers adviser who will be the school expert.

The Careers Strategy published in December 2017 underlines the importance of this role and clearly states that 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 so that careers provision is embedded within the curriculum.

Unless they've done the job elsewhere, and maybe if they have, your new careers leader will need training, no matter what their background and expertise may be. There are several ways to do this.

TRAINING FOR A CAREERS LEADER

The Government earmarked £4m in the careers strategy for training of 500 careers leaders, about 1 for every 8 schools. The Careers & Enterprise Company (CEC) are the gatekeepers for this fund and we are expecting details to be published on their website shortly.

Many schools send staff on one day introduction to careers CPD courses and they are often good starting points. However, you may be interested to know, there is a recognised career development pathway which your careers lead can follow <http://www.thecdi.net/Professional-Register> - which will enable them to become fully-qualified careers educators and apply for CDI Registered Professional status. (Think QTS). They also provide accredited training for careers leaders via The CDI Academy. You can find out more at

www.thecdi.net/write/Events/BP495-Certificate_in_Careers_Leadership-FINAL.pdf

There is also a good TeachFirst careers leader programme available to TeachFirst registered schools, TeachFirst also publish a very good access toolkit which can be downloaded from www.teachfirst.org.uk/sites/default/files/TeachFirst-Access-Toolkit-2016.pdf



CPD

When thinking about CPD, you will find courses which are provided free or at a very low cost by local authorities, employers, LEPs etc. They often are good for keeping up-to-date but not for an introduction to running a careers department. Many occupational or trade organisations put on courses for careers advisers and teachers; signing up to their email updates may fill up your email inbox but it will ensure you hear about these courses.

THE REST OF THE CAREERS TEAM

In addition to your careers leader, you will need **administrative help** – and if your careers lead isn't a careers adviser, NCW would strongly encourage you to provide access to a **L6 qualified careers adviser** – Indeed, the statutory guidance is very clear that as part of Gatsby Benchmark 8 (P7):

'Every student should have opportunities for guidance interviews with a career adviser'

Who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. (it says elsewhere in the guidance that this is L6 CDI Registered Professional) These should be available whenever significant study or career choices are being made.

'Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.'

Whilst employer engagement activities and talking to teachers and mentors help many young people, only a properly qualified careers adviser has the breadth and knowledge to be able to support young people when making sense of the plethora of information that a good CEIAG programme can give them.

Sharing careers advisers is one way to cut the cost. Get together with other local schools and engage a self-employed careers adviser between 2 or 3 schools. You'll get a lower daily rate this way.

EVERYONE ELSE IN THE SCHOOL

Finally, your whole staff need to be on board with careers being a whole school issue – there are many ways classroom teachers can have input into career learning:

Pastoral input – over 70% of young people say they'd talk to their teachers about careers first, yet 82% of teachers don't feel confident in having these conversations. Is your school ensuring that they feel equipped to do this?

- By linking what they are teaching to the world of work and by inviting employers and people from industry in to speak about how they use their subject-based knowledge learned at school to do their job.
- By highlighting and teaching transferable skills – communication, numeracy, team working etc

FUNDING

Sadly, the government when handing responsibility for careers to schools in 2012 didn't give any funding so yes, you're looking to do it in the most cost-effective way. That is done more easily if you understand the remit well. Spending money on staff who are motivated to deliver good careers is often more cost-effective than paying an outside company money to 'swoop in and deliver'. There will be a cost but this can be mitigated by accessing free resources and activities. Ensure you're in contact with your local Careers & Enterprise Company adviser who can talk you through what is available locally.

You might find it useful to read the **#CareersEd4MLT** document to know what you should be expecting of your careers leader.

One final point – Ofsted will be expecting your students to be able to speak knowledgeably about the career learning they have had access to. It needs to be clear to them as well as your staff.

RAISING THE PROFILE OF CAREERS LEARNING

Raise the profile of the careers learning you provide both within the school, to parents and to potential new students.

- Give a brief overview in option choice booklets of relevance of subjects to different careers, for example:
 - details of local degrees for which it is a preferred subject - Russell Group *Informed Choices* booklet is a good place to start
www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/
 - Jobs that use subject knowledge (iCould or NCS job profiles have this information)
 - Skills gained by studying the subject especially transferable ones
 - Another idea is a mini alumni case study of previous students and what they have done since leaving school.
- Include careers learning as a student entitlement in school planners
- Promote your provision on the school website
- Introduce a 'careers learning' logo to be included on any flipcharts, worksheets or displays that have careers-related input





#CAREERSED4CAREERSLEADERS

GETTING STARTED ON PLANNING AND MANAGING A CAREERS DEPARTMENT IN A SCHOOL

So you've been appointed careers leader – where do you start? Hopefully SLT have sent you off on a really helpful course to get you started on your journey to careers leader extraordinaire, or at least buddied you up with an experienced careers leader to mentor you. This guide will give you some ideas of the tasks ahead of you...

HOW WILL CAREERS LEARNING BE DELIVERED?

Formal Lessons. In the past there were often a set amount of lessons within the PSHE curriculum – this method is rarely used as the only way to deliver careers learning nowadays.

Another approach is to set up '**drop-down days**', also known as collapsed timetable or activity days. These days consist of year groups, key stages or even the entire school abandoning the timetable for the day and undertaking activities, each addressing specific objectives. You could organise these by type of progression (e.g. apprenticeship day, enterprise day, university taster day etc.); by employment area; or by particular employability skills, such as communication or team work. One of the pluses of this method is that it is very versatile and students often regard it as a fun activity, however, it can suffer from lack of follow up and/or debrief.

In reality, most schools favour a mixed delivery approach with formal lessons, assemblies, tutor time activities etc. all used to deliver careers learning. This however, has the challenge of coordination and quality control. Read on before you start to panic.

Step 1. You need a framework to build your programme

There isn't a set curriculum document for careers. Every school has different needs. However, you need a framework; a set of outcomes that you want to achieve by delivering your programme. The framework supports the development of programmes that help young people to understand:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills.

The CDI has recently updated its framework for *Careers, Employability and Enterprise Education 7-19* which is clearly linked to the Gatsby Benchmarks and can be readily adapted to school needs- it has progressive learning outcomes and can be downloaded free of charge along with audit documents from the CDI website.

It is important when working to construct your programme so you ensure that you are working towards meeting all eight of the Gatsby Benchmarks by 2020 as required by the statutory guidance.

The CEC have developed the *Compass Tool* to enable schools to check if they are meeting, partially meeting or not achieving all eight of the benchmarks – this can be accessed via; www.careersandenterprise.co.uk/schools-colleges/about-compass

Step 2. Understanding existing provision

Whether your school has an existing careers programme, or if it is just starting to put one in place, it is helpful to have a clear overview of what is already on offer and what you wish to achieve. This will help you, when compared to the framework, see where there are strengths, weaknesses, or gaps in provision. All of this can be recorded on the audit documents which can also be downloaded from the CDI website.

Within school: find out, and keep a record of, all the careers activity that takes place – this could be visiting speakers, activities in the classroom, or extracurricular activities such as Duke of Edinburgh Award, National Citizenship service, Debate Mate or sports activities. This overview should be publicised within the school, so that staff can take advantage of the data and information. This will develop a picture as to where activity is taught – e.g. within subjects or form time.

Out of school: encourage department and subject leaders to keep a log of careers-related activities that take place, such as focussed visits to workplaces or extracurricular clubs and activities.

In curriculum planning and schemes of work: where and how is careers learning currently delivered in school? How much is already delivered in ways other than timetabled careers lessons? This will need dialogue between you and other subject leaders.

You will then be in a position to consider what further improvements you might wish to make to your provision in the future. Take a look at your audit and see where there are gaps. Do they need plugging? Are there any areas which look really good? Time to move forward.

COHESIVE PLANNING

A useful way to plan curriculum provision is through a working party including representatives from each department where there may be a particular careers focus (such as Science, Engineering, Maths,



As I've said before there is no National Curriculum for careers. Each school has its own needs. You know your students best but don't forget to take students' opinions into account.

RESOURCING

Funding will be an issue as it is in every part of school life. However, that doesn't need to be a barrier.

Classroom resources

There are lots of free resources for careers learning. Have a look at the NCW resources page as well as the links to our trusted provider page.

Visits, trips and activities

Many employers will give time and staff to support local schools and may also be happy to support with donations of money, equipment or transportation. See the NCW section on Employer Engagement. On the topic of transportation, if the school has a minibus, ensure somebody in the careers team can drive it. Also, some local transportation companies, e.g. TfL will provide free public transport for school visits. Contact them to ask.

Communication

You need to ensure that staff and students all know what is going on in the careers department. Apart from the school newsletter and staff briefing, why not set up a Twitter feed and/or a Facebook page? You'll find resources in how to do this on the NCW website.

PUBLISHING YOUR PROGRAMME

Gatsby Benchmark one requires the careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.

REVIEWING YOUR PROGRAMME

As part of a standard departmental review process, your programme should be reviewed each year. What went well? What could have been better? Remember, even outstanding can be improved.

WAYS TO FIND SUPPORT

You may wish to join a local CEIAG networking group to share good practice, ask around other local schools or your head office if you're in a MAT. Local university widening participation teams and/or LEPs often run networking groups too, if there isn't one suggest starting one. Your Careers & Enterprise Company adviser will be able to point you in the right direction.

There are a number of good practice case studies in the Quality in Careers Standard website which could give you ideas for further development or inspire you to attempt to gain one of the careers quality marks which form excellent frameworks for improvement. They are not something that is applied for once you've achieved great provision, they are definitely a tool to be used when improving.

Case Studies www.qualityincareers.org.uk/careersguidance.php?page=casestudies_map

Quality Standards www.qualityincareers.org.uk

CDI School Affiliate Membership provides up-to-date information and networking opportunities for schools as well as free webinars and reductions in the cost of face-to-face CPD
www.thecdi.net/School-Affiliate





#CAREERSED4MLT

What on earth do I know about careers learning? I'm not a careers adviser. Well you'll be amazed. How many of these things have you done in lessons over the years. Have you done any of these?

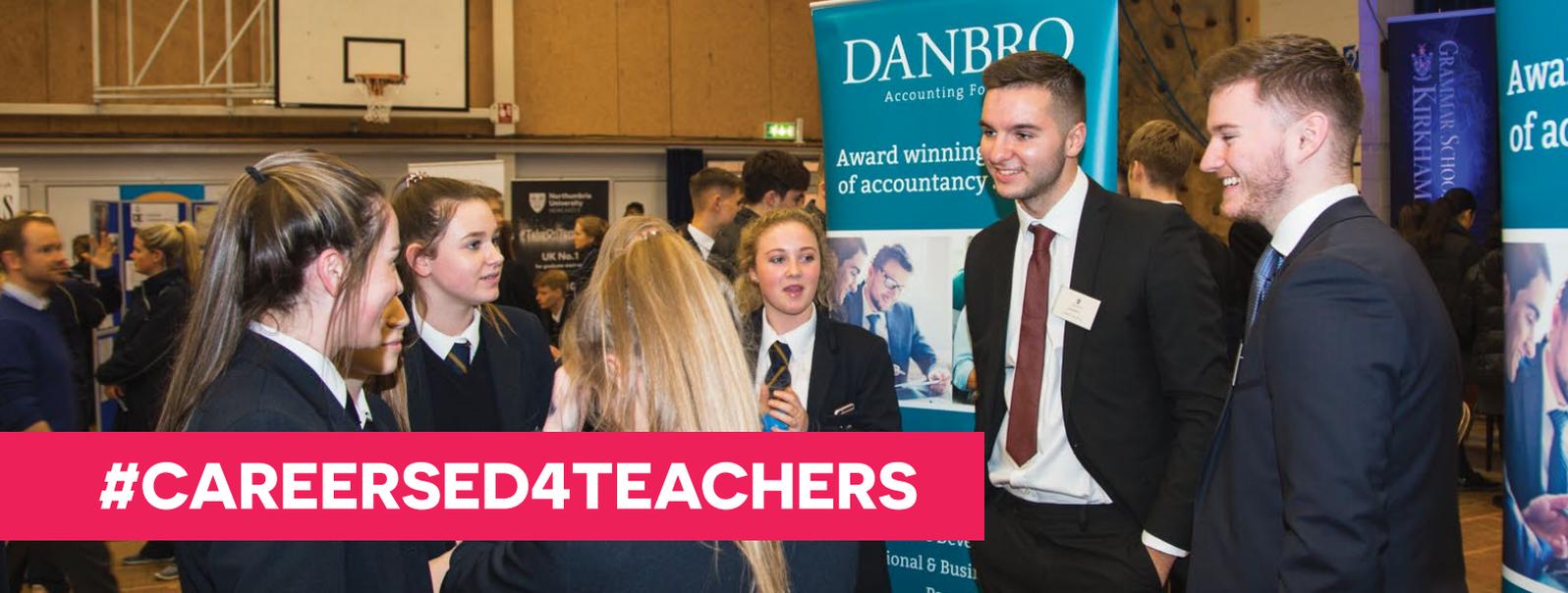
- Set an in-tray exercise or case study
- Set a question in a workplace environment
- Used a video or film set in real-life working situation
- Used a newspaper or magazine article to spark discussion
- Had an expert in to speak about something
- Used team working or communication skills
- Spoken to a student about what they want to do when they leave school
- Asked students to think about what future careers in your subject area might look like
- Taken a trip out somewhere

If you've ticked any of those you've already contributed to your students' career learning. The trick is to recognise it and highlight it to students

What can I do as a subject or department leader to support careers learning?

- Work with your career leader to identify the careers learning that's already going on in your schemes of work and highlight them
- Encourage staff to set work in real life scenarios which expand students' familiarity with different jobs e.g. a maths question about a quantity surveyor or a drama scenario using a front of house hospitality manager. These tasks can be developed in numerous ways both in and out of school.
- As any visitors to your school to spend 5 minutes explaining to students what they do and how they got to do the job they're doing
- Have a 'jobs using your subject' display.
- Highlight alumni who have gone on to study your subject and what jobs they do now.
- On visits encourage students to 'job spot'.

I'm sure you'll find more ways than we have space for here. It's just a matter of lateral thinking.



#CAREERSED4TEACHERS

If you're one of the 82% of teachers* who believe they're not equipped to support students with careers advice, this is the place for you. Research suggests that 77% of students will approach a teacher for career advice.

Share your own career story with students. I bet you did loads of jobs through uni, or maybe you're a late entrant into the profession. What skills have proved most useful? How did you find out about the jobs you applied for? What mistakes did you make and how did you get past problems? That one is always useful. Don't worry about knowing all the answers. You don't need to know everything. Offer to help look up the answer. Suggest your students talk to a careers adviser or the National Careers Service Helpline.

TALKING TO STUDENTS ABOUT THEIR FUTURE

Even if your school has a fully-trained careers adviser with coaching and counselling skills, students may also ask you for careers advice. They might be interested in work that is linked to your subject specialism, worried about funding for future study, or considering life beyond school earlier than they had expected. Or they might just need some tips on where to start!

Whatever their need, it's a good idea to have some answers or suggestions ready, or some basic information easily available.

www.aoc.co.uk/sites/default/files/Infographic_careers_advice_research_Nov_2012.pdf

DISCUSSION TIPS

- Try not to emphasise or favour a particular progression route: the statutory duty states that apprenticeships, school leaver programmes, college and university routes should each be given equal importance to ALL students.
- Help students recognise that 'employability' skills such as organisation, relating well to people, or even using social media effectively (e.g. in blogging) are worth putting on their CV.
- If you have a careers-related display, draw their attention to it, and any helplines or website information it gives.
- Suggest that although you can help, students might want to get more specialised or specific advice by speaking to a careers adviser or the National Careers Service, or visiting a selection of careers sites.
- Try to follow up the conversation at a later date.

INTRODUCING CAREERS INTO YOUR CLASSROOM

There are many ways to bring careers learning into your classroom. Here are some quick and easy suggestions to get students thinking about their options. If you need support in any of these activities speak to the person in your school who is responsible for careers.

Put up a careers display. It could show school leaver, apprentice and university routes, signpost websites for subject-related or vocational careers and contain industry information from major employers.

When you have an external person in to support a lesson or you visit a place of business, ask speakers or guides to talk about their work, what they do on a daily basis, how they got there, and how their job affects their lifestyle. Make links with what students are learning in school.

Use a stimulus like an article, video or job ad to start a discussion. There are many companies and organisations that provide resources for teachers. There are too many to recommend here, however, I would say that icould.com, is great for video resources. Try searching for videos using your subject.

Use career-related objectives in your lesson plans or tutor time activities such as: To develop time management skills; To prioritise actions in a real-life context. You could use a 'careers learning' logo to flag up any career-related tasks, skills or topics.

IDEAS FOR SUBJECT TEACHERS

Contact your subject adviser or association for ideas

Check out teacher websites and twitter feeds

A selection of links to subject-based careers lessons can be found here:
www.pinterest.com/careersdefender/subject-careers-lessons-for-ncw



Career Kickstart

Better choices.
Better prospects.
Better futures.

Career Kickstart gives your students everything they need to get career-ready

Advice on employability. Guidance on career planning. Options to explore. Questions to ask. Skills to develop. Your students will find all this and more on RBS Career Kickstart, our impartial early-careers site designed to help them make well-informed decisions about their future.

There's no financial services bias, just lots of useful information to help young people understand and reach their potential in the world of work. And there's plenty to benefit educators too. From downloadable lesson plans to worksheets to group exercises, you'll discover a set of valuable tools to help you prepare your students for the transition from school to work.

For everything you need to know, visit careerkickstart.rbs.com

