GOOD CAREER GUIDANCE
REACHING THE GATSBY BENCHMARKS
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The landscape is changing for career guidance. Not only has the Government given clear backing with its new strategy; The Careers & Enterprise Company is making fundamental changes to the support available for schools and colleges across all eight Gatsby Benchmarks. Rapid changes in online information and ‘big data’ mean that up-to-date labour market information is readily available to schools, students and parents, wherever they are. Changes to technical education mean the options open to young people to follow apprentice and technical routes are clearer and wider than ever.

I hope that this handbook helps your school understand how to be part of a step change in career guidance across England, supporting every young person to make decisions that lead to a positive and fulfilling life.

I first realised the importance of career guidance when I was a headteacher. Many young people rely on their parents and families to guide them through school and beyond, towards a fruitful career. But even the best-informed families may give incomplete or even stereotyped advice. School is the place where all students, whatever their family background, can get unbiased information, advice and guidance on the whole range of career pathways.

I am pleased that the Department for Education has used the Gatsby Benchmarks of Good Career Guidance as the core framework for the Careers Strategy, Making the Most of Everyone’s Skills and Talents, launched in December 2017, and the Statutory Guidance, Careers guidance and access for education and training providers, published in January 2018. The eight Gatsby Benchmarks define an ambitious framework for career guidance that works for schools, employers and, most importantly, young people and their families. The Benchmarks are based on international best practice, but they have been tested in a pilot in schools and colleges in North East England. The pilot showed that with good leadership and a clear sense of purpose, the Benchmarks are achievable by each and every school.

Over the last few years it has been my pleasure to lead Gatsby’s career guidance pilot, testing the implementation of the Gatsby Benchmarks in schools and colleges across the North East. Before joining the North East Local Enterprise Partnership to lead this work, I was an assistant headteacher at a secondary school in South Tyneside, where I saw first-hand the positive impact that good career guidance can have on students. I have always believed that career guidance is important for each and every young person, whatever their ambitions or background – a value that sits firmly at the heart of the Benchmarks.

It is important to understand that the experience of each school and college in the pilot was different. They all had different starting points and a different set of strengths and challenges (and you can learn more about these schools and colleges in Annex A). As a result, their solutions and approaches to achieving the Benchmarks were varied. However, every school and college found that the Benchmarks created a clear framework that helped coordinate activity across the whole school, from subject teachers to governors and administration staff. The Benchmarks also helped external stakeholders, such as employers, clearly see where they could fit into a school’s careers programme.

Throughout this pilot, the North East LEP supported these schools and colleges in forging new relationships and creating new systems and structures both within and between institutions. I would encourage you to seek out the equivalent local support on offer to your school or college. The Careers & Enterprise Company Enterprise Coordinators, hosted across the country, are a great place to start. In the North East we are now rolling out our support for the Benchmarks across the region.

It has been a humbling experience to see how the hard work and dedication of the schools and colleges involved has directly resulted in such a positive change to the lives of the young people they serve.

Sir John Holman, Senior Advisor to the Gatsby Foundation April 2018

Ryan Gibson, Facilitator of the Gatsby career pilot, North East LEP April 2018
THE HANDBOOK IS DESIGNED TO HELP SECONDARY SCHOOLS CREATE A CAREER GUIDANCE PROGRAMME FRAMED BY THE GATSBY CAREER BENCHMARKS. WE HOPE IT WILL BE PARTICULARLY USEFUL FOR HEADTEACHERS AND CAREERS LEADERS WHO HAVE RESPONSIBILITY FOR OVERSEEING THEIR SCHOOL’S CAREERS PROGRAMME.

ABOUT THIS HANDBOOK

The handbook introduces the Benchmarks, which describe all the elements of good career guidance in schools. However, we recognise that every school is different, and context is critical to designing a careers programme. This handbook is therefore not a prescriptive ‘step-by-step’ guide. Instead we present a series of case studies and suggested approaches developed by the broad range of schools and colleges involved in the successful pilot of the Benchmarks.

Several themes run through the Benchmarks, such as the use of data providing advice on all progression routes, the need to focus on each and every student, and the need for strong school leadership. We explore some of these themes in the ‘further considerations’ sections towards the end of the handbook.

We hope this handbook can act as a starting point for your journey, and we have included a list of key organisations to help you further. We have also put together a more extensive list of recommended organisations on our website, where you can also find an online version of this handbook (which includes direct weblinks to organisations or documents when they are mentioned in the text).

The website address is: www.goodcareerguidance.org.uk

The Careers & Enterprise Company

The Careers Strategy, published in December 2017, identifies a broader role for The Careers & Enterprise Company across all eight of the Gatsby Benchmarks. At the heart of its mission to inspire young people about the world of work is a highly successful national network, connecting schools and colleges, employers, and career programme providers. The impact of their work can be seen in many of the stories in this handbook, and we encourage all schools to make use of the extensive support it provides.

Right: Students at Kenton School
This is particularly important for young people who come from families without experience of higher education, or who live in areas of deprivation, or whose ethnicity or gender is underrepresented in certain occupations. Good career guidance is about raising aspirations, aiming high and avoiding making any assumptions about the limits on a young person’s options. It’s about accepting that while some subjects – for example science and mathematics – may seem harder than others, they may open more doors.

Only through schools can we be sure that every young person gets the advice they need, and that this advice is in their best interest, and theirs alone. Ofsted recognise the importance of career guidance and reference its importance throughout their inspection framework.

For some young people, university may offer the best route after school. For others, technical routes or apprenticeships may be better. Many schools and teachers find it easier to advise on the university route, because that is the route that many teachers took themselves. However, good career guidance means showing all students all the options open to them, whichever route they eventually take.

We see careers education as a driving force behind the social mobility of our students. With 45 per cent of our students qualifying as Pupil Premium, many do not have access to the role models and social networks required to develop their employability skills; we hope to open their eyes to careers they perhaps won’t have ever considered. As a result, careers education is a key focus of our Academy and an integral part of our Academy development plan.

The Benchmarks have provided a clear framework to help us to develop our careers provision across all areas of the curriculum.

JANET BRIDGES OBE, PRINCIPAL, CASTLE VIEW ENTERPRISE ACADEMY
The Gatsby Career Benchmarks are the result of an international study to find the best practice in career guidance worldwide. Working with experts from the University of Derby, The Gatsby Team visited six places – Germany, Finland, the Netherlands, Ireland, Hong Kong and Ontario – where career guidance is known to be good.

From these visits, from reviewing good practice in UK schools, and from a close study of the research literature, the team drafted eight Benchmarks to define the essentials of good career guidance.

Effective careers guidance is the driving force behind improving social mobility – so businesses want young people to fully understand the world of possibilities out there, make the most of their talents and create lasting careers. Many firms already provide inspiration and advice – with real progress being made in many areas, including the North East. But it’s crucial more get involved across industries, with real progress being made in many areas, including the North East. But it’s crucial more get involved across industries.

The Benchmarks were tested hard: costing exercise by PwC. After publication in 2016, the team received nearly 1000 comments, from businesses, unions and the general public.

The Benchmarks have been used by the Department for Education to set standards for careers advice, and are provided on the Department’s website for all schools to use. The Benchmarks have been used by the Department for Education to set standards for careers advice, and are provided on the Department’s website for all schools to use.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Summary</th>
<th>Criteria</th>
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<tr>
<td>1 A STABLE CAREERS PROGRAMME</td>
<td>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</td>
<td>- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. - The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</td>
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<td>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</td>
<td>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</td>
<td>- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. - Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</td>
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<tr>
<td>3 ADDRESSING THE NEEDS OF EACH PUPIL</td>
<td>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.</td>
<td>- A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</td>
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<td>4 LINKING CURRICULUM LEARNING TO CAREERS</td>
<td>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</td>
<td>- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</td>
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<td>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</td>
<td>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.</td>
<td>- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</td>
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<td>6 EXPERIENCE OF WORKPLACES</td>
<td>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</td>
<td>- By the age of 14, pupils should have had at least one experience of a workplace, additional to any part-time jobs they may have. - By the age of 18, pupils should have had one further such experience, additional to any part-time jobs they may have.</td>
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<tr>
<td>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</td>
<td>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</td>
<td>- By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</td>
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<tr>
<td>8 PERSONAL GUIDANCE</td>
<td>Every pupil should have opportunities for guidance interviews with a Careers Adviser who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</td>
<td>- 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.</td>
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ACHIEVING THE BENCHMARKS: EXPERIENCES FROM THE NORTH EAST PILOT AND PRACTICAL TIPS TO HELP YOUR SCHOOL

THE VALUE OF THE BENCHMARKS HAS BEEN RIGOROUSLY TESTED THROUGH A PILOT INVOLVING SCHOOLS AND COLLEGES IN THE NORTH EAST. FROM THIS PILOT WE HAVE SEEN THAT, WHEN EMBRACED, THE BENCHMARKS CAN BE TRULY TRANSFORMATIONAL FOR A SCHOOL OR COLLEGE.

The schools ranged in terms of size, location and Ofsted rating, and many have a higher than average number of students eligible for Pupil Premium. You can learn more about the pilot and the schools and colleges involved in Annex A. The following section shares and gives top tips and ideas from those who have done so in their own school or college.

We are delighted that the eight Gatsby Benchmarks for good careers guidance are at the heart of the Careers Strategy. This evidence-based approach has the potential to make a significant difference to young people across England. It has been accepted as best practice by schools, colleges and employers across the country. At The Careers & Enterprise Company we consider its adoption by government to be a breakthrough moment for careers in England.

The first rung in building a structured career ladder for all students comes from strong leadership and a committed senior leadership team. The pilot in the North East showcases the importance of every school having a Careers Leader who can drive forward all eight Benchmarks in the school.

A Careers Leader needs to be supported by the school’s leadership and have the skills, knowledge, authority and time to deliver a strategy and ‘conduct the orchestra’ of career guidance across the school and the community of external partners. Embarking on using the Benchmarks with buy-in from all staff will make the process much simpler. The Careers & Enterprise Company provide support and resources across all eight benchmarks. Their Enterprise Adviser scheme is available to every school and college and links schools to a business volunteer to work closely with the senior leadership team to design and implement a careers strategy.

As Exeter College, the chair of governors is also the governor with responsibility for careers, and one of the Vice Principals acts as a Careers Leader with strategic responsibility for the quality and impact of the careers programme. They are supported by a Careers Activities Coordinator and a Work Experience Coordinator as well as a committed team of ‘Careers Champions’ – staff who implement and deliver the careers plan across the school. Careers guidance is now embedded across the school, including building the Benchmarks into the appraisal and performance review of staff at all levels, including the headteacher.

Sunderland College used a planned restructure of the senior leadership team (SLT) to introduce a new position: a Careers Leader with strategic responsibility for all careers education, information, advice and guidance. Two other members of the SLT were also given the lead on Benchmarks 4 (Careers in the Curriculum) and 5 (Encounters with Employers). Employing the right member of staff to become the Careers Leader is key. If the Careers Leader is not a member of the SLT, they should report to a member of the SLT who has strategic responsibility for careers education. (See section 5 for more on Careers Leaders.)

To meet Benchmark 1, schools need to provide information about their careers offer in a manner accessible to staff, students, parents, carers and employers. To achieve this, The King Edward VI School in Morpeth built a dedicated careers website. Young people particularly appreciate being able to access relevant careers information from home, and it also gives parents and carers the opportunity to get involved. Park View School created a public-facing Careers and Enterprise blog with their Enterprise Adviser: each faculty within the academy has student Careers and Enterprise Champions who regularly blog about their experiences and events happening within the faculty. This has allowed employers, colleges and universities to link to what the academy is doing, and for parents, teachers and students to appreciate being able to access relevant careers information from home, and also gives parents and carers the opportunity to get involved.

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. Sunderland College used a planned restructure of the senior leadership team (SLT) to introduce a new position: a Careers Leader with strategic responsibility for all careers education, information, advice and guidance (CEIAG) activity.

BENCHMARK 1:
A STABLE CAREERS PROGRAMME

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Claudia Harris, CEO, The Careers & Enterprise Company

Evaluate your current position against the Benchmarks to find areas where you can drive forward your careers education and guidance. This will help you to make the changes that will drive your careers education and guidance forward.

TOP TIPS

As part of writing a careers education policy, carry out an audit: you’ll be surprised what you’re already doing, and you’ll have a focus for what to put in the policy. You will find using the Compass audit tool on The Careers & Enterprise Company website a useful part of this process.

Ryan Gibson, National Facilitator for the Career Benchmarks Pilot at the North East LEP

“In order to ensure that we met Benchmark 1, a large amount of research and cross-referencing took place with external providers, quality awards and the Career Development Institute. This ensured that we created a framework for careers guidance which feels robust and comprehensive.”

Marie Jobson, Careers Leader at Churchill Community College

“Benchmark 1 focuses on your policies, how these influence your careers programme, your staffing and the role of the SLT. This ensures you have a strong base for careers within the school and allows you to build a successful careers provision.”

Rachel Reay, Careers Leader at The Link School

EAST PILOT AND PRACTICAL TIPS: EXPERIENCES FROM THE NORTH EAST

ACHIEVING THE BENCHMARKS: EXPERIENCES FROM THE NORTH EAST PILOT AND PRACTICAL TIPS TO HELP YOUR SCHOOL
Finding reliable information about the local and national labour market is vital to deliver good-quality intelligence about jobs and career paths. Access to up-to-date career and labour market information (LMI) is also important for social mobility. If students and their parents know what people in different occupations get paid, and where and how numerous the vacancies are, they are in a better position to make informed choices about future study and training.

The government funded ‘LMI for All’ website brings together multiple sources of robust LMI which is used by several careers guidance websites – this data can also be accessed through a widget which can be put directly on to a school website.

Interpreting LMI can be overwhelming, so one approach is to ask students for areas of interest and initially concentrate on these industries. At Northumberland Church of England Academy, trips were organised to local industries that the students picked. In this case, the automotive industry was of interest. The school presented LMI in a way that was engaging for students, giving them the opportunity to find out about the state of the industry today and in the future. This left students better equipped to understand the potential challenges within the industry, ask more relevant questions of employers, and come to an informed decision about their future career choices. The Academy also designed an interactive, practical lesson where students learnt how jobs are divided into sectors, were shown the National Careers Service website, and worked on individual projects which they presented to the class. This broadened their horizons beyond the narrow options they had previously considered. The lesson was designed to be adapted to suit any year group from Year 7 upwards.

At Bishop Auckland College, the careers team ensured all students engaged with LMI by organising large-scale sessions for up to 50 students at a time. They researched high-growth industries in the North East and disseminated information to the students on different vacancies, specific roles and what different sectors might look like in the future. For example, the energy sector is going to be a key source of jobs in the future – something many students had not considered before the LMI was presented to them.

LMI should also be integrated into normal curriculum lessons. Park View School built a central database of people who could be brought in by staff to provide LMI for the curriculum. The database contained details of school alumni, parents and careers, contacts made through Future First and Inspiring the Future, and individuals from industry who had worked with the school in the past. The database gives them easy access to lesson resources from real people who are currently in that industry.

The National Careers Service will also be using it to help with projects. Ryan Gibson, National Facilitator for the Career Benchmarks Pilot at the North East LEP

“You can track whether your students are going to college or university, securing apprenticeships or progressing into employment. You can also analyse whether students are progressing into growing or declining industries and whether they feel prepared for the world of work.”

Leanne Johnston, Careers Leader at Park View School

“Organisations such as the local authority, Chambers of Commerce and Local Enterprise Partnerships can be particularly useful as they are skilled at accessing and interpreting local LMI. They can help you identify industries that are growing or sectors that have good prospects that your students may not have considered. The National Careers Service will also provide robust LMI which is used by several careers guidance websites – this data can also be accessed through a widget which can be put directly on to a school website.

“Learning about the labour market does not have to be about a mountain of statistics and bar charts; just highlighting key trends about skills requirements of the future, what employers are looking for, and the importance of being employable will give students what they need to start preparing for the world of work.”

Mark Fox, Careers Leader at Northumberland Church of England Academy

“Learning about the labour market does not have to be about a mountain of statistics and bar charts; just highlighting key trends about skills requirements of the future, what employers are looking for, and the importance of being employable will give students what they need to start preparing for the world of work. Self awareness is a key component of the careers education programme and should go hand in hand with learning about the labour market.”

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To address the needs of each young person, schools can first look at the destinations achieved by former students. By gathering accurate data for each student on their education, training and employment destinations for around three years, you will gain a better understanding of the needs of current students and what has and hasn’t worked in the past.

Berwick Academy brought in a former student as an intern to map where alumni worked in the past. The Link School did not focus on careers and apprenticeships. It was a large task, the impact of integrating all employment destinations for around 14 years of the tracking systems together has ensured that resource management, tracking and impact were all enhanced. It can be accessed by both teachers and students, with sensitive management, tracking and impact were all enhanced. It can be accessed by both teachers and students, with sensitive information accessible for staff only. The system provides each student with a record of their careers education and a focused career ladder. Although a large task, the impact of integrating all of the tracking systems together has been invaluable to the college.

By implementing all eight Benchmarks, the school has seen a dramatic fall in the number of NEET students from 60 per cent to 9 per cent in two years.

Harton Academy undertook a similar exercise. It equipped each student from Year 7 to Year 11 with a skills audit book. The book is a record of the skills they’ve learned each year, how these skills could be applied to industry, and what further skills they need to develop. As well as providing a record, the book also encourages students to critically analyse their development and the labour market. The skills booklet was so useful at Harton Academy that they’re now looking at developing it into an app so that parents and carers can also access it.

It is also important to guarantee that each and every student has career guidance that meets their own needs. This means that in some cases students may take part in different activities or receive different amounts and types of support. At Castle View Enterprise Academy, Year 7 students eligible for Pupil Premium were selected to take part in a five-week business mentoring programme. Activities that require students to self-select can sometimes miss those who might benefit most from a programme. To ensure that students’ progress was being accurately tracked, Bishop Auckland College undertook an extensive IT project culminating in the creation of an online portal that tracks a student’s academic, welfare and careers progress. It brought together all of the college’s careers activities and interventions in one place, ensuring that resource management, tracking and impact were all enhanced. It can be accessed by both teachers and students, with sensitive information accessible for staff only. The system provides each student with a record of their careers education and a focused career ladder. Although a large task, the impact of integrating all of the tracking systems together has been invaluable to the college.

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.
BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

Some schools in the pilot have explored ways to embed careers into the curriculum. Promising initiatives include: subject teachers visiting relevant industries; building links between subject heads and employers; bringing employers into class to deliver (or co-deliver) lessons; developing careers activities linked to subject schemes of work; identifying ‘Careers Ambassadors’ from each department; and including a careers prompt on planning documents for schemes of work.

One of the key barriers faced in bringing careers into the curriculum is a worry from teachers that they’re not trained to do this. Building relationships with employers is key here. Some pilot schools brought employers in to give talks to their teachers, but others sent their staff out to work with local businesses and learn about the skills they were looking for when recruiting. At Churchill Community College, a teacher undertook an ‘insight into industry’ week organised by STEM Learning, where she spent a day with five STEM businesses. On returning to school she used her experiences to update staff on routes into relevant STEM occupations. It also built closer relationships between the school and industry.

Churchill also matched curriculum leaders with a relevant employer who could help to deliver aspects of the GCSE syllabus. Industry professionals provided real-life case studies to integrate into lessons and set projects around real industry developments. This programme was tested across three subject areas and has now been rolled out across the entire syllabus.

At Kenton School, Year 8 art & design students took part in an interior design challenge set for them by a local housing association. Working in small groups, they were tasked with redesigning the interior of a block of flats being built near the school, based on information about the different prospective residents. At the end of the project, the students presented their ideas to a representative of the housing association. Other similar projects linking specific subjects to employers were run in history and mathematics.

“I was looking for fresh ideas around textures, tones and sharp lines. The project far exceeded my expectations... I would be delighted to repeat this experience again”

HOUSING ASSOCIATION STAFF WORKING WITH KENTON SCHOOL

Creating industry-focused workstreams for students is another way of embedding industry into the curriculum. At Excelsior Academy, students were invited to design an eco hotel. The project ran over ten weeks and is now a yearly event. The students who took part this year are ambassadors for the programme, and will encourage and inspire subsequent year groups. The project brought to life numerous subjects, including maths, English and science. It highlighted their practical purpose within the workplace and illustrated how the subjects prepare students for working life.

Great ideas don’t have to require a lot of extra resource. At Northumberland Church of England Academy, students were asked to think of all the jobs that were needed to make household objects. This introduced them to roles they might not have thought about, developed the idea of supply chains, and helped them think about the variety of routes into specific industries. By simply using a model airplane as a stimulus, groups of students came up with all manner of jobs and sectors, from pilots and engineers to catering, tourism and emergency services.

CASE STUDY

TECHNICIANS MAKE IT HAPPEN

Technicians apply knowledge of science, technology, engineering and maths with hands-on skills, to facilitate innovation and procedures in almost every industry. However, because their work tends to be ‘behind the scenes’, these rewarding career opportunities may be relatively invisible to young people. The campaign, Technicians Make it Happen, provides schools, parents and students with information about technician roles in a variety of sectors, from healthcare and aeronautics to theatre and broadcast. More information can be found on their website.

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TOP TIPS

Ensure all staff are aware and agree on the time needed to design and deliver a careers programme before it starts. Encourage training and professional development so that staff feel invested in and supported. We have seen teachers’ confidence in incorporating careers information into the curriculum increase markedly. This confidence was also seen in the way teachers built new relationships with local employers.

Marie Jobson, Careers Leader at Churchill Community College

There are lots of services you can buy in to support a career education programme, and it is worth talking to colleagues in other schools for recommendations, but also carrying out your own research. There may be discounts or free services in your area. You can also minimise cost by sharing resources with other schools, working with employers, and applying for bursaries. Some of the most creative ideas cost very little, for example ensuring you have employer representation on the governing body, directing young people to the National Careers Service, or making use of the labour market plugin available on the LMI for All website. The key is understanding what support you need, based on an audit of practice.”

Ryan Gibson, National Facilitator for the Career Benchmarking Pilot at the North East LEP

“Encourage curriculum areas to map their overview schemes of work to specific careers – at Berwick Academy, we invested in CEIAG boards for each faculty to showcase curriculum learning with a link to specific sectors.”

Sarah Flanagan, Careers Leader at Berwick Academy

Try to collect departmental schemes of work to share with employers. It will help employers to think about how they can support your curriculum and ensure their limited time is maximised.”

Emma McDermott, Careers Leader at Castle View Enterprise Academy

Left: Students taking part in activities at Bishop Auckland College
BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.

To ensure they met Benchmark 5, many schools and colleges in the pilot had to bolster their existing relationships with employers. Many started from the point of already having a regular careers fair or talks with employers, so their challenges revolved around ensuring high-quality and comprehensive student engagement. They began by enhancing their existing events to reach students in all year groups. They also looked at ways to personalise employer interactions so that students found these discussions relevant for their future, and not just generic careers advice. The schools who really embraced the Benchmark worked with The Careers & Enterprise Company Enterprise Advisers and created innovative opportunities for students to meet local employers. One school organised for employers to judge a “Dragons’ Den-style” event in which students had to pitch their business ideas. This scheme had an amazing impact on some students.

Those looking to enhance an existing careers fair started by tackling the major problem of attendance from both employers and students. Schools contacted employers by mining alumni, parents and contacts from teachers across the school. Some schools wanted to put on sector-specific events. To make this worthwhile, they teamed up with other local schools, ensuring a good turnout of students and employers. Others wanted to tailor their careers fair to what they knew their students wanted. King Edward VI School analysed their student destination data and post-18 interest to help them decide what sector-focused events to put on sector-specific events. To make this worthwhile, they teamed up with other local schools, ensuring a good attendance from students and employers. Other schools wanted to tailor their careers fair to what they knew their students wanted.

The most successful careers fairs also focused on ensuring parent attendance. The King Edward VI School engaged parents right from the very beginning, opening up the careers fair to them as well as to students. The school sent text messages and tweets to parents reminding them of the event, and also updated them when new employers were added. Smaller scale events can also work well. Castle View Enterprise Academy organised ‘Business Breakfasts’ where two employers came in and spoke to students over breakfast. Prior to starting this programme, the careers team surveyed students to see which employers they’d be interested in hearing from. They then matched these responses with the employers invited, and made sure students were sent personal invitations to events that would interest them. Employers who attended included Nike, Gentoo, Pets as Therapy, Northumbrian Water and the Army. These smaller events helped gauge student interest, feeding back information that then focused future activity. For example, after a visit from a scientist based at Sunderland University, female students who were particularly interested were invited to the university to take part in a science taster day designed specifically for them.

Many employers run short-term programmes for students aimed at teaching them about a specific industry. Nissan ran a Cadet programme with Excelsior Academy and St Joseph’s Catholic Academy aimed at students who might be looking for apprenticeships in the future. The programme ran over five days during term-time, which initially seemed like a large amount of time away from lessons. To help gain buy-in from staff and students, Excelsior had representatives from Nissan come into the school and give a presentation about the programme and the work that students would be doing. At St Joseph’s, Nissan began by running evening workshops; the most engaged students were then chosen to take part in the full programme.

The number of students successfully matched to a work experience place increased by 127 per cent.

SUNDERLAND COLLEGE
Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help them explore their career opportunities and expand their networks.

By taking a strategic approach, pilot schools have seen a huge increase in the number of the students carrying out high-quality work experience. They have focused on encouraging students to take up opportunities to experience a wide variety of workplaces and to plan for, reflect upon and learn from these experiences.

To ensure work experience was positive for both the student and employer, Sunderland College worked with an external recruitment agency to prepare students and match them with employers. Students were encouraged to think about what they wanted from an experience of work and what skills they would need to demonstrate during their time with an employer. The college also worked with employers to encourage them to let students participate in real work in addition to shadowing employees. After their time with employers, students were encouraged to reflect on and record what they had learnt in booklets, and to update their CVs with new skills.

As part of the “Why Art Man?” festival. They were responsible for creating the event, working with the Local Authority, marketing it and selling tickets. This real-life experience gave students a snapshot of the responsibilities associated with work, and gave them a chance to work with a wide range of businesses, charities and public sector bodies. Securing a valuable workplace experience for every young person can be a big task. Churchill Community College reduced the burden on the employers by carefully structuring their work experience programme. Students were put into small groups based on skills and aspirations and paired with employers. Students were then given two tasks: to present an overview of the company to employers, and complete a challenge or project set by the employer. Over the week, the group carried out an employer visit to understand the breadth of the business, and each student spent a day shadowing an employee. At the end of the week, groups made a formal presentation to the employer.

Berwick Academy has worked with the Multidisciplinary Innovation Team at Northumbria University to design a ‘road-map’ of meaningful and diverse workplace experiences across Years 9 to 11. The road-map helps to plan activity across key stages and has resulted in students undertaking work experience, extended projects and workshops within and outside school. The programme has engaged with employers across over 20 sectors. It also integrates elements of Benchmark 5 such as ‘employer speed dating’.

The Benchmarks allow both organisations and schools to work on a clear plan to deliver their part in good career guidance for students. Organisations need to get their heads around supporting local students in career advice and work experiences. This is the workforce of the future. It is not a long-term game: in reality, we are seeing the benefits of fast tracking outstanding pupils in only six months. This is not a tick in the box exercise: it is about adding real value to the schools, students and our business.

GREG ROBSON, LEARNING MANAGER, CATERPILLAR
Schools within the pilot have fully embraced the concept of meaningful encounters with higher and further education, ensuring that students are made aware of the full range of learning opportunities. With large-scale reforms to technical education on the horizon – including the introduction of T levels from 2020 onwards – making sure young people understand the full range of options available has never been more important. The Government’s Statutory Guidance, Careers guidance and access for education and training providers, published in January 2018, recognises the importance of these encounters. Schools are now required to provide a range of opportunities, including publishing their provider access statements on their websites.

By making use of all the organisations who can provide support through established outreach and awareness programmes, you can ensure that technical education routes are explained alongside academic routes within the school. Every student, whatever their ambitions, should have access to all the information they need to make informed decisions. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Greenfield Community College looked at this in a different way, inviting local further education and apprenticeship providers to a Year 11 parent evening. A designated space was given to the providers so that they were able to engage with students and parents as they waited to speak to teachers.

To ensure students understood the breadth of pathways available, Sunderland College focused on creating a ‘Routes into STEM’ event, which brought together employers, higher education providers and professionals to talk about careers and the routes into them. By inviting high-profile speakers, they increased attendance at the event.

You can reduce the potential for students to receive conflicting messages about pathways into employment by understanding where parents and carers get their information from, challenging preconceptions of further and higher education, and sharing information throughout the school year.

BERWICK ACADEMY

We moved Russell Group admissions from 5 per cent to 25–35 per cent annually

When I did the engineering summer school, I enjoyed it, but it really highlighted that I’m more interested in science than engineering. It proved to me that, while it’s important to focus on what you think you’d like to do, you need to rule out the careers you’re not keen on too. My advice to other students, in terms of careers guidance, would be to take advantage of as many opportunities you can. If you’re not sure exactly what you want to do, just do something! The skills and learning you get at the end are what count.”

Year 3 student, Berwick Academy

Below: Students from Harton Academy attending an evening event exploring education options
BENCHMARK 8: PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

There are many different models of one-to-one guidance, so start by researching the right one for your school. Whether you are using internal or external provision, make sure a robust quality assurance system is in place to monitor the guidance given to students and ensure those providing guidance are trained to the appropriate level. The Career Development Institute (CDI) holds the UK Register of Career Development Professionals to help identify qualified practitioners. Those on the register have recognised qualifications, abide by a code of ethics, and undertake regular professional development.

If you’re considering using someone from within the school team, think about how you can ensure the guidance interview is independent and impartial. To solve this problem, some of the schools and colleges in the North East pilot swapped appropriately trained staff so students received an impartial interview. This ensured staff had no preconceptions based on relationships built in the classroom.

Greenfield Community College worked with an external organisation to provide 30-minute interviews with each Year 11 student. During these interviews, the Careers Adviser discussed the students’ ambitions and helped them explore the progress they had made, or would have to make, to achieve these goals. The Adviser also fed back to staff if there were any students with unrealistic expectations or no plan; this allowed staff to intervene and provide these students with more focussed guidance. For the students of Greenfield Community College, having a one-to-one guidance interview with an external provider was positive, as it reassured them about a lack of bias. The majority now have an intended destination and those that do not have been identified and given extra support.

The Northumberland Church of England Academy looked to draw out recurring themes from Year 11 personal guidance interviews to help improve their wider careers programme. With the consent of the students, 30-minute interviews were audio-recorded and analysed by the Careers Adviser. As a result, the school’s PSHE curriculum was changed to address recurring themes, including finance and travel barriers to further education.

When bringing in external providers, think about the sort of information you can give them in advance – providing a record of students’ academic and career learning in one place allows them to provide more tailored advice. It also helps them to judge when a student’s plans are unrealistic or not ambitious enough. To make sure you are investing in something that is high-quality, ask external providers how they quality assure their service and request to see evidence.

The Career Development Institute welcomes the new careers strategy and the focus that the Gatsby Benchmarks provide. Professional careers guidance is at the core of the Gatsby Benchmarks. At the CDI we continue to support Careers Advisers and Careers Leaders to improve outcomes for young people by developing and strengthening their skills through ongoing CPD and recognised qualifications, raising standards throughout the profession.

Above: Excelsior Academy

TOP TIPS

The personal guidance meeting is not about telling a student what qualifications they need for a specific job – they can find that out for themselves. It is an opportunity for a student to have time and space to reflect on what being at school means to them and where it is all leading. The personal guidance interview works best when a comprehensive careers education programme is in place and the Adviser does not have to spend the whole session introducing concepts the student should already know about.

Mark Fox, Careers Leader at Northumberland Church of England Academy

“Conducting guidance interviews was much improved when we could contextualise them with the information about students’ academic performance and career education.”

Judith McChesney and Rachel Reay, Careers Leaders at Bishop Auckland College

“We liaise with services that currently have responsibility for targeted guidance services – for example the Local Authority and Jobcentre. This really helped.”

Rachel Reay, Careers Leader at The Link School in Sunderland

To assure the quality of an external provider, the Career Development Institute’s (CDI) ‘A guide to best practice and commissioning careers guidance’ service recommends you check the external organisation you are employing has the Matrix Standard. If the organisation doesn’t, the CDI also provides a checklist.

Marie Jobson, Careers Leader at Churchill Community College

“Become a member of the CDI and contact them with any questions about professionally qualified Advisers.”

Mark Fox, Careers Leader at Northumberland Church of England Academy
DELIVERING GOOD CAREER GUIDANCE FOR EACH AND EVERY STUDENT MEANS PROVIDING DIFFERENT EXPERIENCES TO EACH INDIVIDUAL, AND MAY REQUIRE SPECIFIC INTERVENTIONS TO TACKLE SYSTEMIC ISSUES AROUND GENDER, ETHNICITY, LOCATION OR FINANCIAL SITUATION.

It is essential that all young people can access the most competitive courses and occupations, regardless of their circumstances.

ACCESS TO HIGHER EDUCATION

Following an academic pathway can provide access to many skilled professions, and in 2017 record numbers of 18-year-olds in the UK accessed full-time higher education. However, as the Government’s social mobility action plan, Unlocking talent: fulfilling potential, highlights, young people from advantaged backgrounds are two and half times more likely to enter higher education compared with those from the most disadvantaged backgrounds, and six times more likely to go to the most selective institutions. The Social Mobility Commission have found that local residents are also not always benefiting from high-quality provision in their area.

The UK has some of the most highly regarded universities in the world, and there are many widening participation initiatives led by universities, including outreach activities and summer schools. Some universities also offer financial support and bursaries for students, and some may take in to consideration the applicant’s background as part of the admissions process.

But these universities can only make offers to those who apply, so it is critical to provide timely, good quality advice to young people and encourage them to aim high. The Russell Group provide information about making informed choices leading up to entering higher education – this includes a list of ‘facilitating subjects’ that are most frequently required for entry to degree courses.

These facilitating subjects are: biology, chemistry, English literature, geography, history, modern and classical languages, maths and further maths, and physics.

Supporting students to produce high-quality personal statements can also have a significant impact on whether a student is accepted on to a university course. There is a lot of advice on producing a good personal statement, but it is important to begin thinking about applications early. The Sutton Trust have successfully piloted activity to help students from low-income backgrounds with their personal statements by engaging them in wider reading and tailored academic activity in advance.

Some school and college leavers may prefer to continue their education as part of an apprenticeship, gaining wages and experience as well as a pathway into a respected occupation. There are increasing opportunities for young people to gain a higher level qualification – including degrees – in this way. There is also evidence to show higher apprenticeships can lead to greater lifetime earnings than many degree courses.

Our school is in a POLAR 1 postcode, with historically low rates of progression to higher education. We analysed our post-18 destinations data and then planned interventions and built new partnerships. We moved Russell Group admissions from 5 per cent to 25–35 per cent annually. Through working with the Social Mobility Foundation and Teach First: Futures, we recently sent our first student to Oxford University, and have a cohort of students aspiring to Oxbridge/Medicine.
GENDER DISPARITIES IN STEM SUBJECTS

Across all those who started apprenticeships in 2015/16, a stark gender gap emerges. Only 8 per cent of engineering and manufacturing apprentices, and only 16 per cent of ICT apprentices, were female. A recent report from the Institution of Mechanical Engineers (IMechE) found that girls feel particularly poorly informed about engineering and do not see it as relevant to their own lives. The lower application rate by females to apprenticeships in high-demand industries such as engineering is contributing to a significant gender gap in what apprentices are earning: male apprentices get paid 21 per cent more per hour, leaving women potentially over £2,000 worse off per year.

Schools can play an important role in overcoming these barriers when developing a careers programme for students with special educational needs and disabilities (SEND). Although there are specific barriers to overcome when developing a careers programme for students with special educational needs and disabilities, the benefits can be significant, helping them develop life skills, gain independence and achieve sustained employment. Relationships with employers will need to be stronger, as they may have negative perceptions of students with SEND.

A 2017 report from the Institute of Physics makes a number of whole-school recommendations to help address the gender balance in physics, including appointing someone senior in the leadership team to act as a gender champion and drive change within the school, and reviewing the options process for any unconscious gender bias.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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Engineering is really about how people use their creativity to improve lives. The best way to communicate this to young people is through a high-quality careers programme that is an ever-present thread running through the entirety of their educational experience. An effective programme must include the real voices of engineers, and present academic and technical career routes as equally valued, fulfilling options.

PETER FINEGOLD, HEAD OF EDUCATION AND SKILLS POLICY, INSTITUTION OF MECHANICAL ENGINEERS

CASE STUDY

DELIVERING CAREER GUIDANCE TO STUDENTS WITH SEND

Southlands School in North Tyneside is a senior school for children with moderate learning difficulties. It is one of several schools in the North East which have been influential in the pilot, although not formally part of it. A number of Southlands students have additional social, emotional and behavioural difficulties or other more complex needs.

Leon Buffham, a Year 11 student at Southlands, readily admits that he often struggles at school and finds it difficult dealing with his emotions. He was given the opportunity to undertake a retail placement at Café Ora in North Tyneside as part of the school’s “Moving On” vocational programme.

The aim of the retail placement is to give students real life valuable work experience over a sustained period. This can help them to develop more advanced skills and greater confidence, hopefully leading to employment in the sector if they wish. During Leon’s placement, he arrived independently and undertook a variety of roles from stock-taking to learning the menu. The impact has been huge, and Leon has really noticed the difference. He has been offered a job on weekends following the placement, and Café Ora is continuing to train him for recruitment into future jobs.

“I just love being there. It has been the best thing ever.”

Leon Buffham, Year 11 student, Southlands School

“Having Leon as part of the team has not only been a great help, but also he is an eager young man, who has been appropriately selected for this type of business and has gelled really well with members of the team. Working with Leon one morning a week has given us an opportunity to develop our own training techniques to a person who has little knowledge of the industry, and we aim to develop his confidence in a new and unfamiliar working environment, to hopefully give him the skills to gain work in the industry in the future.”

Charlotte, Leon’s workplace supervisor at Café Ora

PETER FINEGOLD, HEAD OF EDUCATION AND SKILLS POLICY, INSTITUTION OF MECHANICAL ENGINEERS

Right: Students from The Academy at Shotton Hall working with employees from Caterpillar

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Right: Students from The Academy at Shotton Hall working with employees from Caterpillar
A Careers Leader needs to be a:

LEADER
– a good leader who takes responsibility for conceiving, running and reporting on the school’s careers programme;

MANAGER
– a skilful manager who is able both to run projects and, in some cases, line manage more junior staff;

COORDINATOR
– a careful coordinator of staff from across the school and from outside; and

NETWORKER
– a skilled networker who is able to develop a range of links beyond the school with employers and education and training providers.

It is important to note that the Careers Leader is a distinct but complementary role to that of the Careers Adviser. The Careers Leader takes responsibility for the school’s whole careers programme. They lead, manage, coordinate and build the networks that support careers provision in a school, but do not necessarily deliver all this careers support themselves. A Careers Adviser will be seeing students, providing information, advice and guidance, and offering specific expertise on the labour market, educational pathways and career decision-making.

The Careers Leader has an important and demanding job which can also be very satisfying. The background of the Careers Leader is less important than ensuring that they have the time, authority, knowledge, skills and, critically, the clear backing of senior school leaders to do the job.

The Government’s Statutory Guidance, Careers guidance and access for education and training providers, published in January 2018, recognises the importance of every school having a Careers Leader, and from September 2018 every school will be expected to publish the name and contact details of their Careers Leader on their website.

At Teach First we welcome the commitment in the government’s careers strategy for the training and support of Careers Leaders. We have seen first-hand the benefits to schools in having a whole-school careers strategy, led by a confident and skilled Careers Leader, through the delivery of our Careers and Employability Leadership Programme. This pilot programme identified and supported middle leaders on their journey to becoming a Careers Leader. All of the schools involved are now on track to deliver their strategies and are already reporting an improvement in their careers provision. Their success has been down to the support of the school senior leadership team and the Careers Leaders being given the time and space to take part in training.

RUSSELL HOBBY, CEO, TEACH FIRST
FURTHER CONSIDERATIONS: UNDERSTANDING THE CHANGING LANDSCAPE OF TECHNICAL EDUCATION

Young people often have a good understanding of how they might progress from post-16 academic study such as A levels – typically to an undergraduate degree programme. In contrast, our current technical education system can seem complex, with unclear paths for progression and limited information about which qualifications employers value. The technical option – encompassing apprenticeships and classroom-based technical qualifications – is also often unfamiliar to those working in schools, many of whom have themselves only followed the academic option.

However, good technical education enables individuals to develop the knowledge and skills they need to enter skilled employment. It also supports individuals to continue their learning through higher or degree apprenticeships, or higher education courses including higher technical qualifications and technical degrees. In 2016, the Government’s Post-16 Skills Plan set out the most significant reforms to technical education in England for a generation, having accepted all of the recommendations of the Independent Panel on Technical Education, chaired by David Sainsbury. Both documents can be found on the Department for Education website.

Technical education in England will now be built around 15 clear routes to skilled employment. These 15 routes – for example ‘Construction’, ‘Engineering & Manufacturing’, or ‘Catering and Hospitality’ – will encompass apprenticeships and classroom-based technical education, and will be based on a national framework of standards being developed by employers working in partnership with government. The standards describe the knowledge, skills and behaviours required to perform successfully in different occupations. For more information on occupational maps please see the website of the Institute for Apprenticeships.
For 16–18 year olds, the new technical option being introduced from 2020 will offer two modes of learning: work-based (apprenticeships), and classroom-based (T levels). As described above, both apprenticeships and T levels will be developed against a common framework of employer-developed standards.

Figure B illustrates how technical education fits within the wider post-16 education system for young people. Transition support will be available for young people not ready to begin a technical education route at age 16. Bridging provision at key points will facilitate movement between the academic and technical options. The Government will be consulting on and developing plans for the shape of both transition support and necessary bridging provision.

Different types of institution offer post-16 education and training, and it is important to ensure that young people have full, impartial information about the options available to them. The first step is to consider the opportunities offered by both the academic and technical options. Then a young person considering the technical option should explore opportunities for both apprenticeships, with employers, and full-time classroom-based programmes.

In the student’s locality, these full-time programmes may be delivered by schools, UTCs, colleges (including general FE, specialist colleges, sixth-form colleges and National Colleges), and independent training providers.
THE CAREERS & ENTERPRISE COMPANY was established in 2015 in order to prepare and inspire young people for the fast-changing world of work by focussing on the creation of meaningful career opportunities and connections to employers. To do this, the Company has established a national network, connecting schools and colleges with employers and career programme providers. It is free to schools and colleges to join this network and receive a range of benefits including support from an Enterprise Coordinator, match with a local Enterprise Adviser and access to a community of employer and careers activity programmes. Signing up to the network also enables full access to career planning tools. Using Compass, schools can evaluate their activity with a confidential self-audit web tool created in partnership with Gatsby. With Tracker, you can build and manage your careers plan to improve your benchmark scores.

Compass enabled us to very quickly identify our strengths and areas for improvement and we have been able to monitor progress as we work towards achieving all the Gatsby Benchmarks. Outcomes for all students have already improved and we are closing the gap with disadvantaged students. The ethos and climate at the college has changed and you can feel the difference!

ASSISTANT PRINCIPAL, THE LATIMER ARTS COLLEGE
PARTICIPATING SCHOOLS AND COLLEGES

A number of schools and colleges in the North East of England took part in a pilot programme between 2015 and 2017, coordinated by the North East Local Enterprise Partnership (LEP), putting the Gatsby Career Benchmarks into practice. The schools and colleges in the pilot represented a range of sizes, types, locations and Ofsted ratings. Many of the schools and colleges have a higher than average number of pupils eligible for Pupil Premium.

The North East region faces a number of education and skills challenges: it has fewer people with high skill levels compared to the national average; more than a fifth of adults in the region have no qualifications at all; and the region has an ageing skilled workforce in some key areas of economic activity. Stark gender imbalances exist within some sectors, and at the start of the pilot in September 2015, the region had one of the highest rates of youth unemployment and one of the highest proportions of young people recorded as NEET nationally.

However, the region has some significant strengths, with a higher proportion of young people entering apprenticeships than the national average and nearly 50,000 students studying STEM in the area. In 2012, Lord Adonis was commissioned by the North East LEP to conduct a review of the North East economy. The report highlighted a lack of cohesion, consistency and coordination within careers guidance as a barrier to the region’s economic success.

When the pilot began in 2015, 50 per cent of the schools and colleges involved achieved none of the Gatsby Benchmarks. After two years of work, over 85 per cent fully achieved between six and eight Benchmarks. Indeed, the Social Mobility Commission’s State of the Nation report, highlighting that “the North East Local Enterprise Partnership has transformed careers support in local schools and colleges from the worst provision in the country to some of the best”.

The schools and colleges that took part in the pilot:

1. **Berwick Academy** is located in Berwick-upon-Tweed, and is one of the smallest secondary schools in England, with 600 students between the ages of 13 and 18. The school serves an isolated, rural community where job density is low.

2. **Bishop Auckland College** is a further education college providing Foundation Degrees and Higher National Diploma programmes in County Durham. It is one of the largest providers of apprenticeships and commercial training in the area.

3. **Castle View Enterprise Academy** is based in the north of the City of Sunderland. It is an urban mixed secondary school for students aged 11 to 16.

4. **Churchill Community College** is a small 11–18 foundation school in the town of Wolsend, Tyne and Wear. In 2017 Churchill achieved Teaching School status.

5. **East Durham College** in County Durham is a medium-sized further education college with three campuses. The college offers A levels and vocational courses between entry level and Level 5. The college has over 1,700 classroom based learners ages 16–18.

6. **Excellis Academy** is an urban, all-through academy, with a primary school and sixth form, in the west of Newcastle upon Tyne. Approximately 55 per cent of Excellis students have English as a second language.

7. **Greenfield Community College** was created in 2015 through the merging of two 11–16 community colleges in the small towns of Newton Aycliffe and Shildon, County Durham. The school is in an area of high economic deprivation.

8. **Harton Academy** is a large Teaching School in South Shields, with over 1,600 students between the ages of 11 and 18. The Academy has well above the national average of students with an Education, Health, and Care plan or a statement of Special Educational Need (SEN).

9. **Kenton School** is a very large urban secondary school, with over 1,700 students between the ages of 11 and 18. Located in the west of Newcastle upon Tyne, Kenton has additional resource centres for Autism Spectrum Disorders (ASD) and SEN students, as well as a personalised learning centre for those at risk of exclusion.

10. **Northumberland Church of England Academy** has over 3,500 students, and is an all-through Anglican Faith Academy, providing education for the coastal towns of Ashington, Newbiggin and Lynemouth.

11. **Park View School** in Chester-le-Street, County Durham, educates children from the age of 11 to 18. Running since 1911, the Academy is an ex-grammar school.

12. **The Academy at Shotton Hall** is a larger than average secondary school located in the small town of Peterlee near Durham. The Academy teaches students between the ages of 11 and 16.

13. **St Joseph’s Catholic Academy** is a mixed Catholic faith Academy educating students between the ages of 11 and 18 in South Tyneside. The school has been recognised for their work developing applied learning.

14. **Sunderland College** is one of the largest providers of post-16 education in the North East. It has 14,300 students. Four campuses spread across the City of Sunderland offer vocational and academic courses.

15. **The King Edward VI School** in the small town of Morpeth, Northumberland, serves over 1,400 students from the town and surrounding countryside and has a strong academic record. Students are between the ages of 13 and 18.

16. **The Link School** is a Pupil Referral Unit and alternative learning provider working with families across the City of Sunderland. Their two schools are Tudor Grove (KS3) and The Link School, Pallion (KS4).
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WE FOCUS OUR SUPPORT ON A LIMITED NUMBER OF AREAS:

- PLANT SCIENCE RESEARCH
- NEUROSCIENCE RESEARCH
- SCIENCE AND ENGINEERING EDUCATION
- ECONOMIC DEVELOPMENT IN AFRICA
- PUBLIC POLICY RESEARCH AND ADVICE
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