



National Context and Local Support

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Background and Context

Education Act Amendment 2011 – introduced a statutory duty on schools in England to secure to independent and impartial careers guidance for their pupils in year 9-11. This duty came into force in September 2012.

- Greater freedom for schools and academies to serve their communities
- Vary levels of consistency – 47 national Connexions partnerships to 152 local education authorities to approximately 3500 schools.
- Career provision is ‘patchy’



Careers Statutory Guidance



Careers guidance and access for education and training providers

Statutory guidance for governing bodies, school leaders and school staff

January 2018

- Access for education and training providers
- Publish name and contact details of their careers leader
- Publish their careers programmes
- Meet Gatsby Benchmarks by end of 2020



Good Career Guidance – Gatsby benchmarks

<http://www.gatsby.org.uk/GoodCareerGuidance>



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

DfE on Quality Assurance

Stage 1

‘Over 3000 schools and colleges are now using Compass, a self-evaluation tool developed by Gatsby and The Careers & Enterprise Company. Compass works by asking schools to answer a series of questions about what careers provision they offer. On completing the questions, the school will receive a confidential report showing how they compare to the Gatsby Benchmarks. Over time a school can return to the tool, see their previous results and repeat the assessment as provision develops’. **Paragraph 16**

Statutory Guidance : ‘Career Guidance and Access for Education and Training Providers’ – 06.1.18 updated October 2018



DfE on Quality Assurance Stage 2



Statutory Guidance : ‘Career Guidance and Access for Education and Training Providers’ – 06.1.18 updated October 2018

“The Government strongly recommends that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme” paragraph 20





Reviewing Current Practice



Ofsted and Careers

Good

Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Inadequate

The school does not ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work

Reviewing Current National Picture



- Good Statutory Guidance (Gatsby)
- OFSTED
- Careers and Enterprise Company
- Career Development Institute
- Quality in Careers Standard
- NCOP/Uni Connect (LiNCHigher)
- National Careers Service
- Job Centre Plus
- National Citizens Service

Reviewing Current Local Picture



- 3 Enterprise Coordinators
- 6 Area Engagement Officers (LiNCHigher)
- **Confident Choices**
- Career Mark/Careers Expertise
- Education Business Partnership

Main Issue (Nationally)

The focus of the agenda is on what schools should be doing, rather than the knowledge, skills and attitudes young people should be developing to enable them to be effective career planners and make successful transitions

Learner Experience – Splatter gun



Think: Intent/Implementation/Impact!

Reviewing current practice

- What are the aims and desired learning outcomes for career learning in the school/academy/college?
- Where is careers learning located in the curriculum?
- Is there sufficient curriculum time for career learning – does the careers programme provide learners with the opportunities to review and develop their career knowledge, skills, attitudes and experiences?
- How is student career learning assessed, recorded and reported?
- Who teaches careers learning, what expertise do they have and what support do they get?
- How do you monitor, review and evaluate to continually improve the programme
- What does our website say about our careers offer?

Thank you for Listening

Are there any questions

