

Headlines for the Careers strategy: making the most of everyone's skills and talents December 2017

Introduction & Future Ambition (for schools and colleges)

- This strategy will address the issue of variable quality.
- Government's plans that there will be two choices at 16: academic A level route, traditionally via A levels and university, leading to graduate jobs, and a technical route for technical skilled employment via apprenticeships or T levels.
- Recognition that students and parents will need access to high quality information, advice and guidance to ensure making effective decisions about next steps.
- Secondary schools and colleges will continue to be responsible for making sure that their students can access independent and impartial careers guidance.
- The focus on quality and standard will be the eight benchmarks developed by the Gatsby Charitable Foundation.
- In 2014, the Government established The Careers & Enterprise Company (CEC) which works in partnership with schools and colleges and Local Enterprise Partnerships. Enterprise coordinators build careers and employer engagement plans. Each school is supported by an Enterprise Adviser who is a senior volunteer from business

A critical role for employers

- Employers from all sectors providing activities from work experience to work shadowing, workshops or talks, activities that develop skills needed to deal with business challenges as well as encounters with self-employed people and entrepreneurs
- "Secondary schools should offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, supported by the CEC's network of Enterprise Coordinators and Advisers and their Investment Funds"
- To fund employer encounters the CEC is investing 2 million in careers and enterprise activities in the twelve identified Opportunity Areas
- The CEC will build a network of employers in "careers cold spots"
- The CEC will continue to fund 39 mentoring programmes to work with young people at risk of disengaging from education
- Government will support employers to offer effective work placements to young people and adults by producing guidance on the range of opportunities delivered as part of government programmes

Inspiring opportunities through education and training providers

- Introduction of new T levels, level 4/5 technical qualifications and high quality apprenticeships to create a technical education system to rival the best in the world which will be promoted as an ambitious and aspirational route to rewarding careers
- Schools will be asked to step up their efforts to ensure every pupil is informed about the range of options
- New law "From January 2018, Government will require schools to give providers of technical education, including apprenticeships, the opportunity to talk to pupils about the courses and jobs they offer"
- Government will make sure that a strategy is in place to communicate about the new T levels with parents, teachers, students and careers professionals as new technical options become available

More time with employers from an early age

- Earlier interventions with employers, considering the world of work and exploring careers, enables young people to make better decisions at a younger age. This is especially true for disadvantaged students

- “Starting next year, Government will test what careers activities are appropriate and work well in primary schools, providing £2 million to test new programmes, or expand ones that work, including in challenging areas. We will also work with the CEC and interested Opportunity Areas to explore new approaches to employer engagement and early careers activities in primary schools. We will share the results widely so other schools can benefit and build their expertise.”

Positive engagement with Science, Technology, Engineering and Maths (STEM)

- Government exploring ways to close the gender divide in STEM across educational and professional routes
- Programmes such as the new £16 million Level 3 Support Programme will work to inspire more students, particularly girls to study maths after the age of 16
- Year of Engineering launches in January 2018
- “We will ask schools and colleges to make sure that STEM encounters, such as with employers and apprenticeships, are built into their careers programme by updating school and college statutory guidance.”

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

- Government will ask schools and colleges to meet these eight standards, publishing new statutory guidance in January 2018 setting out how to meet all of the Benchmarks.

Demonstrating progress

- The CEC and the Gatsby Charitable Foundation have developed the Compass self-assessment tool, so schools can assess how their careers support compares against the Benchmarks.
- Schools and colleges can also gain formal accreditation of their careers programme through the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance.
- Ofsted will continue to hold schools and colleges to account for the quality of careers provision. This includes a new requirement for Ofsted to comment in college inspection reports on the careers guidance provided to students from January 2018. Careers-related provision is already considered under three of the four areas evaluated as part of school inspections.
- The Gatsby Benchmarks recognise the importance of having a programme of careers education and guidance that is known and understood by young people, parents, teachers, governors and employers. From September 2018, we will expect schools and colleges to publish details of their careers programme.

Supporting schools and colleges to meet the Gatsby Benchmarks

- The CEC will now take on a broader role for coordinating all Gatsby Benchmarks, to help to develop all aspects of their careers programme – not just employer engagement.
- Government will test “careers hubs” in 20 areas, linking together schools, colleges, universities and other local organisations. £5 million to be invested to support these areas, including through additional coordinators based at the CEC, as part of a major trial to support the CEC’s work across all the Gatsby Benchmarks. Hub activities will be focused on groups of young people and areas most in need of targeted support, to help deliver improvements in social mobility.

High-quality Careers Leaders at the heart of our approach

- Every school and college needs a Careers Leader to deliver the careers programme across all eight Benchmarks.
- To lead and coordinate these activities requires a person with leadership skills, administrative ability, and specialist knowledge of careers. They need the explicit backing of the head teacher and Governors to develop a

strategy with senior leadership and ensure the whole school can deliver a careers programme which meets the world-class expectations set out in this strategy.

- Careers Leaders will be expected to provide and, when needed, prioritise careers support for disadvantaged young people who have fewer opportunities to get the right advice, guidance and experiences.
- Gatsby and the CEC will work with school leaders to set out clearly what Careers Leaders should do, what the job involves, and the benefits of the role.
- From September 2018, we will expect every school to publish the name and contact details of their Careers Leader on their website.
- Government will provide £4 million to fund the development of new training programmes and support at least 500 schools and colleges in areas of the country needing most support to train their own Careers Leaders and build momentum behind this enhanced role.

Personal guidance to help people make choices

- Personal guidance is important because it tailors advice to individual needs and helps people to navigate their way successfully through education, training and career choices.
- Personal guidance has an observable impact on young people's careers and progression, and young people continue to have a clear preference for face-to-face support.
- Guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first.
- Government continue to encourage schools, colleges and other organisations to use the CDI's UK Register of Career Development Professionals to identify qualified practitioners. The CDI's emphasis on continuing professional development for its members will mean that young people and adults can benefit from impartial guidance, based on up-to-date knowledge.

Supporting graduates into skilled employment

- Schools and colleges should ensure disadvantaged young people wanting to pursue an academic route, they should be advised about the most appropriate A level or equivalent subject choices, extra-educational experiences and qualifications needed to pursue different higher education options.
- Schools and colleges should also encourage more able disadvantaged young people wanting to go to university to apply to the most selective universities.
- Schools and colleges should also encourage young people wanting to pursue a technical route to go as far as their talents will take them and advise them about the most appropriate courses to take to fulfil their ambitions.
- Government are supporting those who want to follow the technical route at a higher level by encouraging wider participation through a degree apprenticeships development fund.

A targeted approach for groups needing more support

- To improve careers advice for people with special educational needs and disabilities, Government is funding the Education and Training Foundation to provide professional development for careers professionals working with these young people.
- The Education and Training Foundation is developing two sets of online training modules to support careers professionals working with young people with SEND and this training will be freely available to schools, colleges and other careers professionals. The two resources will complement other resources funded by Government - currently being developed - on work experience placements and Study Programmes for learners with SEND.
- The CEC and Gatsby Foundation will work together to set out good practice in supporting young people with special educational needs and disabilities. Enterprise Advisers will receive training and information so they can

recommend the resources available to design a careers programme to support people with special educational needs and disabilities.

- The CEC will undertake targeted work with employers to stimulate more employer engagement that will support young people with SEND and will continue to make the case for employers to provide work experience and supported internships for young people with SEND.
- Government will fund work during 2018 to test new approaches and produce resources to improve careers information, advice and guidance for individuals who are disadvantaged, including those with special educational needs and disabilities. This will support social mobility by enabling more people to progress to further studies and employment.

A single digital route to careers information

- A new, engaging and inspiring website for the National Careers Service will be developed in 2018. An improved and interactive course directory will clearly explain routes to a wide range of vocational and academic learning opportunities, including apprenticeships, degrees and basic skills courses.
- Government will work with colleges who want to test a new approach that makes it easier for students to apply for their chosen courses. We will begin testing this new approach in 2018.

Making best use of technology

- Tracker, a careers activity planning tool, which uses the school's Compass evaluation to allow schools to identify and plan activities to fill gaps. In January 2018, the CEC will build on this by launching its online Provider and Resource Directory, which will help direct schools to organisations that can help them to fill gaps identified by Compass.
- Careers professionals also need to develop digital talent and leadership to support people to update their own digital skills and access exciting career opportunities in the emerging hi-tech and digital industries. The CDI will publish a strategy and three-year action plan which will set out a vision for the sector to imagine new ways of working, using digital technology and to set out their training and development needs.

Effective use of data

- Government already publishes data on the destinations of students, which show the number of young people going into education, employment or training the year after finishing Key Stage 4 (aged 16) and Key Stage 5 (aged 18). This year these were published in performance tables for the first time. Ofsted also take destination measures into account as part of their inspection framework.
- Government will make destinations and outcomes data more accessible to people, to help them compare opportunities and make informed decisions on education, training and employment options.
- The new Skills Advisory Panels will also help make regional outcomes data more available, and through our statutory guidance we will encourage Careers Leaders and careers professionals to interpret this information so that young people can easily understand it to support their decision-making.
- Government will encourage schools and colleges to publish more of their destinations information on their website, including information on those students who have progressed onto an apprenticeship.
- The CEC will continue to work locally to help schools and colleges make best use of the available data, coordinating and boosting understanding of different data sources and measures.
- The government are establishing Skills Advisory Panels, in partnership with Mayoral Combined Authorities and LEPs, to produce rigorous analysis of current and future local skills needs. We will encourage schools, colleges and others to use this information to help shape their careers provision and will encourage Careers Leaders to

interpret the data for their students. The CEC will use their networks to share this analysis and to inform the activities they support locally.

Timing	Action
By January 2018	<ul style="list-style-type: none"> • Schools and colleges should use the Gatsby Benchmarks to improve careers provision, as set out in new statutory guidance. • Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils. • Ofsted must comment in college inspection reports on the careers guidance provided to young people.
By September 2018	<ul style="list-style-type: none"> • The CEC will launch a new investment fund of £5 million to support the most disadvantaged pupils. • Schools and colleges are expected to publish details of their careers programme for young people and their parents. • Job specification and standards for Careers Leaders developed and started to be used by schools and colleges. • A named Careers Leader should lead the careers programme in every school and college. • CEC will begin to take on a broader role across all the Gatsby Benchmarks. • 20 “careers hubs” will be funded by Government and supported by a coordinator from the CEC. • Government sponsors two UK Career Development Awards for 2018.
During 2018 and 2019	<ul style="list-style-type: none"> • CEC triples the number of cornerstone employers committing to work with schools and colleges across the country, including Opportunity Areas, to 150. • New approaches to careers provision are tested and evaluated, to: <ul style="list-style-type: none"> o encourage young people, especially girls, to consider jobs in science, technology, engineering and maths; o understand what careers activities work well in primary schools; o improve careers information, advice and guidance for young people and adults who are disadvantaged or vulnerable. • CEC will provide tools to help schools and colleges meet the Gatsby Benchmarks. • Careers Leaders training funded for 500 schools and colleges. • Clear information about T levels is provided to parents, teachers, young people and careers professionals. • Government will ask universities to do more to help students from disadvantaged backgrounds to make good use of their careers services. • New contracts for the National Careers Service in place. • Results from the Career Learning Pilots collected and evaluated. • New standardised application forms tested to make it easier for young people to apply to further education. • Data on student destinations widely available and easily understandable by people of all ages.
By end 2020	<ul style="list-style-type: none"> • All schools and colleges will have access to an Enterprise Adviser. • Schools should offer every young person seven encounters with employers - at least one each year from years 7 to 13 – with support from the CEC. Some of these encounters should be with STEM employers. • A new, improved National Careers Service website will include all of the information to help citizens make informed choices.

The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, 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 best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees. Every student 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 activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces. Every student 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.
7. Encounters with further and higher education. All students 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.
8. Personal guidance. 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. These should be available whenever significant study or career choices are being made.

Innervate Career Services commitment to schools and colleges in consideration of the Careers Strategy:

- Continue to provide high quality IAG delivered by level 6/7 qualified career advisers on the CDI's Professional Register
- Support schools and colleges to understand this strategy and start to put in place actions we can help with or will be delivering
- Ensure every young person we work with is informed about the range of options. Our Careers Guidance and Education Programme implemented in the schools and colleges we work with, delivers multiple interventions with the intention to create opportunity awareness, and develop decision making, self-awareness and transitions skills so students are fully prepared for the choices and pathways on offer
- Ensure through our monitoring and evaluation processes that our career advisers are providing high quality career guidance interventions and activities, delivered with career expertise and thorough knowledge of all the options and pathways
- Support 'Careers Leaders' and where appropriate provide evidence to map against the Gatsby benchmarks and facilitate the school or college to gain formal accreditation for their careers programme with the Quality in Careers Standard

- To re-develop the Innervate Career Services Ofsted Folders in light of the recent Careers Strategy, to produce evidence for the quality of careers provision we are delivering and providing within the school and college's careers programme
- To ensure we are meeting all standards against the Gatsby benchmarks, Quality in Careers and Ofsted
- Support Careers Leaders with their activities especially any guidance related
- Support the school and Careers Leaders with prioritising support for disadvantaged young people. We have developed our Growing Aspirations Project for Pupil Premium and disadvantaged students which has been piloted in a few schools and is having a positive impact
- Ensure we are working effectively with the Career and Enterprise Company to join up working, share best practice and access any training or funds.
- Ensure all Innervate Career Advisers participate in the on-line training modules to support careers professionals working with young people with SEND
- Follow the Government recommendations and any further strategy developed by the Career Development Institute to develop digital talent and leadership to support young people to understand and enhance their digital skills and on-line careers preparation
- Follow guidance from the Skills Advisory Panels to interpret regional outcomes data so young people can more easily understand to support decision making