



Community of Practice for Careers Leaders

November 2020

Thoughts on Careers Leadership: a personal perspective from David Andrews

*A compendium of 12 monthly articles
written between September 2019 and August 2020*





The author

David Andrews OBE

is an independent consultant, a former policy adviser to the CDI and co-author of *The Careers Leader Handbook*.

David is also a Fellow of the National Institute for Career Education and Counselling (NICEC) and an Emeritus Visiting Fellow at the International Centre for Guidance Studies (iCeGS), University of Derby. He has recently published a second edition of his book on *Careers Education in Schools*. In 2018 the CDI recognised David's work with The Rodney Cox Lifetime Achievement Award.

In September 2019 the CDI launched the Community of Practice for Careers Leaders. I offered to write a series of short monthly articles for the first year and these have now been collated into this single document. They are personal reflections on the role, based on my experiences firstly as a careers leader in a large comprehensive school in the 1980s and then 35 years supporting careers leaders, as an advisory teacher in a careers service, a local authority education adviser/inspector and an independent consultant and trainer.



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September 2019

The value of networking: sharing practice

This is the first of what we plan will become a regular series of monthly short, pithy articles written specifically for the careers leaders' community of practice. Each article will focus on a particular topic directly relevant to the role of careers leader.

At the launch of the community of practice it seems appropriate to start with the value of networking and sharing practice with other careers leaders.

The careers leader is a highly networked role. To do your job effectively requires you to work with almost every other member of staff in the school or college, both individuals such as the head of sixth form, PSHE leader or tutorial programme manager; SENCO or head of learning support and groups such as tutor teams, teachers of careers education, heads of department or course leaders.

The job also involves working with a large number of individuals and organisations from the wider community outside the school or college including, for example, employers, colleges, universities, apprenticeship providers, careers guidance service, enterprise coordinator. The only other role with an equivalent degree of internal coordination and external networking is the SENCO or head of learning support.

Yet in another sense the careers leader is quite an isolated role. There is no-one else in the school or college with a similar set of responsibilities with whom you can share experiences and ideas. It is no surprise that careers leaders currently participating in the careers leader training programme welcome the opportunity to talk to other careers leaders and compare notes.

In the days before responsibility for careers guidance was devolved to individual schools and colleges, the local careers service or Connexions would organise careers associations where careers advisers and careers teachers could meet once or twice a term to be updated on developments and to share practice. Many of these local groupings have since closed although some have survived.

Some of the larger academy trusts have established support networks for careers and in other areas careers leaders



themselves have taken the initiative to set up a local network.

We live in an era of competition between schools and colleges yet career leaders want to pick up ideas from each other. Such collaboration was a strong feature of the Gatsby pilot in the North East and is now being replicated by the careers hubs. The CDI's new Community of Practice for Careers Leaders provides a nationwide opportunity for careers leaders from across the country to share experiences, ideas and practice, whether you are a member of another local network or not.

Further information and support

- The CDI's online Community of Practice for Careers Leaders provides a means of keeping up to date, sharing practice and being able to ask questions of experts. The forum is open to all members of the CDI at no additional cost. <https://www.careersleaders.thecdi.net/>
- The CDI's regional meetings provide further opportunities for networking, at a local level. Details of the programme of meetings can be found at <https://www.thecdi.net/Regional-Meetings>

October 2019

Leadership and management: position and pay

The job of careers leader in schools today involves more than simply co-ordinating a programme of activities and networking with a range of external partners. Those remain important parts of the work but the role also involves:

- preparing and implementing a careers strategy for the school;
- planning and quality assuring the programme;
- managing the delivery across the school.

These are leadership and management tasks. Leading means setting out the vision and getting people to follow that vision; managing means working with people to make sure that all the elements happen correctly and at the right time.

Careers leaders combine the roles of leader and manager. In recent years schools have adopted the language of leadership, using such titles as senior leaders, subject leaders and pastoral leaders. The job of careers leader is at least a middle leadership role and in many schools it is a senior leadership position. If careers leaders are to be enabled to fulfil their responsibilities effectively they need to be positioned appropriately within the leadership and management structures of the school.

In practice this means:

- firstly, that the careers leader should have regularly timetabled one-to-one planning and review meetings with a nominated member of the senior leadership team, or be a member of that team;

- secondly, careers leaders should attend middle leadership meetings so that they are able to work with heads of subject departments and leaders of tutor teams;
- thirdly, careers leaders should be included in all relevant school-based CPD.

These principles apply equally to careers leaders who are qualified teachers and to those from a different professional background, such as qualified careers adviser, teaching assistant or HR manager. The job they have been given is the same and they need to be positioned appropriately to undertake it successfully.

This brings us to the issue of pay. The guiding principle here is that the job of careers leader is a post of responsibility and should be assigned a salary level commensurate with that responsibility.

Many careers leaders are middle leaders with QTS and, as such, should be paid on the main teacher pay scale plus a Teaching and Learning Responsibility (TLR). It is unlikely that this will be the highest level of TLR as careers leaders rarely line manage a significant number of people. However, careers leaders are responsible for planning and monitoring teaching and learning activities beyond their own classroom, so qualify for a TLR2.

Careers leaders who are not teachers should be paid an equivalent salary, i.e. the main salary grade for the other part of their work plus an allowance equivalent to the TLR2. They are, after all, doing the same job as someone who happens to be a teacher.

Traditionally schools have seen themselves as having three groups of staff: leaders; teachers; support staff. Careers leaders who are not teachers are not support staff either: they are part of growing number of school staff with leadership and management roles, but not QTS. The pay structure should reflect their status.

Similar principles should apply to careers leaders who are senior leaders but without QTS. Their salary should be equivalent to that which a teacher with the same role would receive.

Being a careers leader is a professional role and should be paid accordingly.



November 2019

Sharing the workload: careers assistants and assistant careers leaders

Earlier this year The Careers & Enterprise Company published its report on research into how the careers leader role is being delivered in practice. The survey of 750 schools took place in March and April 2019. One of the key findings was that although the time spent by careers leaders on the role is, on average, almost double the amount reported ten years ago, 84% of schools still cited time as the principal barrier to delivering the role effectively.

32 years ago the NACGT (later to become ACEG, one of the legacy bodies that merged with others in 2013 to establish the CDI) published the results of a similar survey. The strapline on the front cover of the report was “no training, not enough time, not enough money”. I’m pleased to say that, at long last, the government has got round to tackling the first of those issues but time and money remain challenges. The perception that the time available is insufficient to do the job echoes across the decades.

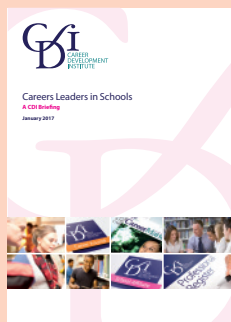
So what can schools and careers leaders do about this? Of course it would make a real difference if senior leadership teams could allocate more hours to the role, but we need to be realistic about the financial pressures on schools today. This does not mean that careers leaders should stop presenting the case for such increases in time but there are also ways of making best use of the time currently available.

The first approach is to make sure the time that is allocated to careers leadership in the school is used for leading, managing, co-ordinating and networking, and not taken up with more routine organisation and administrative tasks. Many schools have recognised the benefits of appointing a member of the support staff to the role of careers assistant or careers administrator. Evidence indicates that having someone in such a role for just a few hours a week makes a real difference. And bespoke training is now available for this support role as the CDI offers a two-day course for careers assistants, with the option of accreditation at QCF Level 4.

The second approach is to appoint a member of staff to the role of assistant careers leader. There is certainly enough work to go around. There are a variety of ways of dividing up the tasks of careers leadership between two individuals: for

Further information and support

- Further details of the role of careers leader can be found in the CDI Briefing *Careers Leaders in Schools* https://www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf and in The Careers & Enterprise Company’s guide *Understanding the role of the Careers Leader* <https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>.



example, by taking responsibility for different key stages, or for different benchmarks. As well as sharing the workload, creating the post of assistant careers leader can have the added bonus of giving you a colleague with whom to share ideas. It also helps with succession planning by providing a degree of continuity should you move on in your own career (but that's a topic for a future article!).

I suspect there will never be enough time to do everything you want to do but appointing a careers assistant or an assistant careers leader (or ideally both) can help you make best use of the time that is available and begin to build a careers leadership team.

Further information and support

- The CDI has recently introduced a new training course for careers assistants. The two-day programme offers the option of accreditation at Level 4 for those who wish to work towards a qualification. Details can be found at <https://www.thecdi.net/CDI-Academy---Certificate-for-Careers-Assistants>

December 2019

Careers education in the curriculum: an overlooked part of careers programmes?

The job of careers leader combines the roles of IAG manager and subject leader for careers education. The former role involves managing the provision of careers information and securing access to careers advice and guidance at times when pupils need it. But all pupils also need a programme of careers education in the curriculum that equips them with the knowledge and skills to make choices and manage transitions.

Someone needs to take responsibility for leading this area of the curriculum, to plan the schemes of work, to support members of staff delivering careers education, whether in subject lessons or a part of a PSHE programme, and to monitor teaching and learning in careers education. In many schools the subject leader for careers education is the careers leader, but in others it is a colleague with whom the careers leader works closely in order to make sure that the provision of careers education forms an integral part of the whole programme of career guidance activities.

Up until 2012 careers education was part of the statutory curriculum for pupils in Years 7 to 11 and then, for no clear reason, the statutory duty to provide careers education in secondary schools was dropped. The Gatsby Benchmarks tell us that pupils need access to careers information, advice and guidance and meaningful encounters with employers and with providers of future study options. But young people also need to be helped to develop the knowledge and skills to plan and manage their careers on a lifelong basis. Rather worryingly, the DfE's own research in 2015 found that 1 in 6 schools had dropped careers education from the curriculum

since the statutory requirement had been removed.

Specifically, pupils need to learn how to review their strengths and weaknesses (self-development), to research opportunities (career exploration), and to make career decisions and prepare for transitions (career management). In an era when young people will be seeking information on the internet and making applications online these skills should include digital career management skills. Furthermore, to succeed in the initial moves beyond school, pupils will also need to acquire employability skills and the skills to manage independent learning. In recent years there has been a lot of attention paid to employability skills but for most young people the first move after leaving school will be on to a course of further education, higher education or an apprenticeship, not a job.

When careers education was statutory the government provided a national framework of recommended learning outcomes that schools could use to guide curriculum planning, but since the statutory duty was removed in 2012 there have been no official guidelines on the knowledge and skills that should be developed through careers education. The Gatsby Benchmarks that the DfE expects all schools to follow describe a set of activities and inputs but there is no complementary set of learning objectives. The CDI has filled this gap by publishing a framework for careers, employability and enterprise education 7-19. This is currently being revised and updated.

Gatsby Benchmark 4 promotes a cross-curricular approach to learning about careers but it is silent on complementing the work delivered in subject lessons with a discrete provision of careers education. There is real value in linking curriculum learning to careers, in terms both of making pupils aware of the opportunities and progression routes from their subjects and identifying applications in the workplace of the knowledge and skills learned in subject lessons, and not only in the STEM subjects but in all areas of the curriculum. However, this approach alone will not be sufficient to deliver a fully comprehensive programme of careers education. Work should also be planned as separate careers lessons, or more likely as part of a PSHE programme, to deliver the elements of careers education not covered through other lessons and to pull together all the cross-curricular elements in a way that helps pupils understand the links between the different components of the career guidance programme.

It is a vital part of the careers leader's job to ensure that all pupils have access to careers education in the curriculum.

Further information and support

- The CDI's curriculum framework and supporting resources can be downloaded from <https://www.thecdi.net/Careers-Framework>



January 2020

Committing to careers education: securing its place in your school's curriculum

In last month's article I put forward a case for careers education to be included in the curriculum for all pupils, as part of a fully comprehensive careers programme. Up until a few years ago schools had a statutory duty to provide careers education in years 7 to 11 but now the decision has been left to individual schools. In this article I set out a number of practical steps a careers leader can take to ensure that all pupils in their school receive good quality careers education, to equip them with the knowledge and skills to plan and manage their careers on a lifelong basis.



In December 2019 I published an updated history of the development of careers education in schools, which concluded with a critical examination of its current position and a suggested strategy for improving this aspect of career guidance. Many schools already provide good quality careers education for all their pupils and the aim of the proposed strategy is to bring all schools up to the level of the best. The actions I propose are fully compatible with the current careers strategy and would serve as a supplement to the actions within it.

The strategy for improving careers education in schools that I propose would apply nationally but there is nothing to stop proactive careers leaders from taking action in their own schools without waiting for a national programme.

In summary, the strategy I have proposed contains ten recommendations, as follows.

1. The DfE should reinstate the statutory duty on schools to provide careers education and extend the requirement to age 18.
2. The Gatsby Foundation should amend the Benchmarks to include an explicit expectation that schools should provide a planned programme of careers education for each and every pupil, including both work in other subjects (ref. Benchmark 4) and a discrete provision.
3. The CDI, the PSHE Association, Gatsby and The Careers & Enterprise Company (CEC) should prepare and promote a

new framework for careers education.

4. The DfE and the CEC should extend the network of careers hubs to cover the whole country and build an infrastructure to drive developments at a local level.
5. The DfE should continue the careers leader training programme beyond 2020.
6. The DfE should encourage providers of initial teacher education to include an introduction to career guidance in their programmes for trainee teachers.
7. The DfE should encourage all schools to include sessions on career guidance in their programmes of CPD
8. The DfE, the CEC, Gatsby and the Quality in Careers Consortium should actively promote the Quality in Careers Standard as an external validation of achieving all eight Benchmarks.
9. The DfE should make development funding available to all schools, linked to a commitment to work towards, and achieve, the Quality in Careers Standard.
10. The DfE should require all schools to publish details of whether or not they have achieved the Quality in Careers Standard.

Clearly it would be helpful if the DfE and other organisations identified in this proposed strategy could commit to this strategy and work together to implement it. In the meantime careers leaders could take many of these actions forward in their own schools without waiting for government action. Referring to the same ten points above, a careers leader could proactively:

1. work with the senior leader responsible for the curriculum to ensure that the curriculum includes careers education for all pupils and students in years 7 to 13;
2. work with the senior leader responsible for the curriculum to ensure the school is committed to linking subject teaching to careers in all areas and to complementing the work in subjects with a discrete provision, possibly as part of a PSHE programme;
3. use the CDI's current recommended framework for careers education as a basis to develop framework of learning outcomes tailored to the needs of pupils in the school;
4. find out what support is available for career guidance in the area, from a careers hub, the LEP, the local authority and the local collaborative outreach programme for HE;
5. take advantage of the careers leader training programme while it remains fully funded;
6. lead sessions on an introduction to career guidance if the school is part of a partnership for initial teacher training;
7. work with the senior leader responsible for CPD to make sure the school's programme includes sessions on career guidance;
8. commit to working towards, and achieving, the Quality in Careers Standard;
9. find out if there are any sources of funding locally to support working towards the Quality in Careers Standard;
10. include a statement about the school's position with regard to the Quality in Careers Standard in the details about the careers programme that the school is required to publish.

I remain hopeful that the government will not only continue to support and fund the careers strategy beyond this year but also incorporate actions to improve careers education. In the meantime, there is much that a careers leader can do, and indeed many are doing. It is by taking actions such as those suggested above that distinguishes a careers *leader* from a careers *co-ordinator*.

Further information and support

- In December I was invited to give the 2019 Annual Lecture at the International Centre for Guidance Studies (iCeGS) University of Derby. The lecture was on a new vision for career learning in schools, which expanded on the points made in this article. <https://www.derby.ac.uk/research/about-our-research/centres-groups/icegs/events/icegs-annual-lecture-2019-/>

February 2020

Reviewing and evaluating your careers programme: intent, implementation and impact

In its latest framework for inspection Ofsted has organised its judgements about the quality of education provided around three themes: intent; implementation; and impact. In broad terms the relationship between these three perspectives can be described as follows:

Intent; what the school or college states it plans to provide for its pupils and students

Implementation; the delivery of the programme by teachers, tutors and others

Impact; the achievements and learning outcomes that pupils and students gain from the provision and its delivery.

Applying these headings to the careers programme in a school or college the *intent* is set out in the policy statement, strategic plan and detailed schemes of work and programmes of activity; the *implementation* covers the delivery of all the elements of the programme, including work in the classroom, other in-school and in-college activities, experiences of the workplace, activities based in colleges, universities and apprenticeship providers and personal guidance interviews; the *impact* is the learning that pupils and students gain from the programme and its various components.

The careers leader's role is not only to plan and manage the design and delivery of the programme, but also to keep it under review and to evaluate it. Indeed, Gatsby Benchmark 1 requires the careers programme to be "regularly evaluated with feedback from pupils, parents, teachers and employers". In this short article I have attempted to offer some clarification about the differences and relationships between review and evaluation.

Too often the words *monitoring*, *review* and *evaluation* are used interchangeably or elided into one continuous process, whereas in fact they represent different levels of activity. Monitoring simply refers to checking whether or not something that was planned actually took place. Reviewing extends beyond this and involves asking questions about how it went. Together monitoring and review become relevant when looking at intent and implementation. They involve actions such as looking at what actually happened and then discussing what went well, and what didn't go so well, with school and college staff, with external partners such as employers, FE and HE representatives and careers advisers and with pupils, students and possibly their parents as well.

Evaluation, however, involves more than examining the delivery: it has to extend to impact and asking questions about what pupils and students gained, or did not gain, from the programme as implemented. Therefore evaluation cannot be done without assessing what pupils and students have learned, and this, in turn, cannot be done properly without referring back to the intended learning outcomes.

Careers leaders have access to several frameworks and tools to assist these different, but related, levels of activity.

The Gatsby Benchmarks set out a framework of inputs which can be used as basis for identifying in part the intent of the programme and then as a framework for reviewing the content of the programme. What the Gatsby framework doesn't include however is any indication of what the intended outcomes should be, i.e. what knowledge, understanding and skills should pupils and students gain through the programme: for help with that aspect of planning careers leaders need to turn to the **CDI's Framework for Careers, Employability and Enterprise Education**. Therefore the Benchmarks themselves can only be used as a basis for reviewing the programme, asking such questions as what have we got in place and how it is going, and not for evaluating impact. The **Compass** tool is based on the Benchmarks and provides an online facility for schools and colleges to self-review their careers programmes.

The **Quality in Careers** Standard offers another means of reviewing a school or college careers programme. The assessment criteria have been fully aligned to the Benchmarks but the Standard differs from Compass in that the process involves firstly self-review but then an external assessment from a visiting assessor. The criteria also extend beyond the Benchmarks in a few places, particularly with regard to having in place a planned programme of careers education in the curriculum referenced to a recognised framework of learning outcomes. The Standard itself is still largely a tool for review not evaluation, although it does require schools and colleges to have in place processes for assessing pupils' and students' learning and for evaluating the programme.

To date there are very few readily available tools to assist evaluation but The Careers & Enterprise Company has produced a **Future Skills** Questionnaire which schools and colleges can use with pupils and students to begin to assess their learning from the careers provision. The Skills audit is still in development and has yet to cover the full range of career learning outcomes set out in the CDI's Framework.

In time the intention is to make the questionnaire available through the careers leaders' dashboard, Compass+.

Of the three levels of activity – monitoring, review and evaluation – it is the last one that is least well developed, not least because of the difficulties in finding effective practical approaches to assessing pupils' and students' learning from careers activities. Nevertheless it is a challenge we need to face if we are to make a successful case for more support for this aspect of education. We need to be able to answer the question – how do you know if the activities are making a difference?

Further information and support

- The CDI's Certificate in Careers Leadership, which is being used to accredit several of the courses that form part of the Careers Leader Training programme, includes sessions on how to monitor, review and evaluate your careers programmes and align this to Ofsted's Education Inspection Framework (EIF). <https://www.thecdi.net/CDI-Academy-Training/70860>

March 2020

Compass and Quality in Careers: self-review and external assessment

Last month's article looked at the differences and relationship between reviewing and evaluating a careers programme and went on to present a summary of the main frameworks and tools available to careers leaders to assist with these processes. Here I will examine in more detail two of those frameworks and tools: *Compass* and the *Quality in Careers* standard.

Both are used for reviewing a school's or college's provision of career guidance. The principal difference is that *Compass* is for internal self-review, although the outcomes may be reported beyond the school or college, while the *Quality in Careers* Standard involves assessment by an external body.

The origins of the *Quality in Careers* standard pre-date the *Compass* tool by over 20 years. In the 1990s many careers services worked in partnership with the schools and colleges in their area to develop a set of quality standards for programmes of careers education and guidance. These local quality awards served two main purposes: to provide a framework for the review and development of careers programmes in schools and colleges and to recognise best practice. As careers guidance services changed from local authority careers services through privatised careers companies to Connexions, so the number of local awards and their coverage across the country changed.

By the time the external careers guidance service was closed down in 2012 only a few local quality awards remained. However, the standards set out in the various awards that survived were broadly similar and in recent years these different local awards have been brought together into a

single, national standard, the *Quality in Careers* standard, and the organisations that previously managed the local awards have become licensed awarding bodies for the national award. A further key development is that the assessment criteria for the national standard have been aligned fully to the Gatsby Benchmarks.

The *Quality in Careers* standard therefore provides a means of accrediting a school's or college's programme of career guidance as meeting the national standards as set out by the Gatsby Benchmarks. Assessment involves compiling a portfolio of evidence of having achieved the assessment criteria and a visit from an external assessor, usually for a day and involving interviews with staff, students and external partners. Because the process involves external assessment there is a cost to the school or college. The awarding bodies differ in the amount charged and the support provided. If a school or college achieves the *Quality in Careers* standard, the accreditation is valid for two or three years (depending on the awarding body), after which the school or college can apply for re-accreditation.

Compass was developed more recently, by The Careers & Enterprise Company in collaboration with Gatsby, and is designed as an online tool for a school or college to self-review its progress against the Benchmarks. It is free of charge and is principally for internal use, although the data from all the schools and colleges which complete the tool is collated annually, enabling national and LEP-level summary data to be reported. These reports provide useful comparative data for schools and colleges to assess their progress against the national and regional picture.

Although the *Compass* questionnaire can be completed fairly quickly by a careers leader on their own, much more can be gained by taking time to work through the questions in a small group comprising, say, the careers leader, the careers adviser, the enterprise adviser or co-ordinator and possibly also the SENCO/head of learning support and, where relevant, the head of sixth form. The school or college may also include the senior leader with overall responsibility for careers or, if they are not available to join the group for the full review, the outcomes should be reported to the senior leader. The *Compass* tool should be completed at least annually but ideally twice a year or even once a term.

The DfE's careers strategy expects all schools and colleges to use the Gatsby Benchmarks to review and develop their provision of career guidance and strongly recommends that all schools and colleges should work towards the *Quality in Careers* standard. It would seem sensible therefore to use *Compass* for regular internal reviews and when the school or college feels it is ready for external validation of its achievements against the Benchmarks, to then apply an assessment from one of the *Quality in Careers* standard licensed awarding bodies.

Further information and support

- Full details of all the awarding bodies for the *Quality in Careers* standard can be found at <https://www.qualityincareers.org.uk/2019/09/01/licensed-awarding-bodies/>
- You can log onto *Compass* at <https://tools.careersandenterprise.co.uk/login>

April 2020

The benefits of a link governor for careers: at both strategic and operational levels

The DfE's Statutory Guidance for schools is addressed specifically to governing bodies, school leaders and school staff. The document makes it clear that the governing body is responsible for ensuring that the school meets its statutory duty to provide pupils with access to independent careers guidance. It goes on to say that the governing body should also provide clear advice and guidance to the headteacher on which to base a strategy for careers which both meets the school's legal requirements and is in line with the expectations set out in the Gatsby Benchmarks.

The guidance includes a recommendation that every school should have a member of the governing body who takes a strategic interest in careers. This article looks at the role of such a link governor for careers and how careers leaders can make best use of this person to enhance the careers programme.

The role of governors is to provide overall direction, to offer strategic support and challenge to school leaders and to hold the headteacher to account for the quality of education provided. There are clear benefits in having an identified member of the governing body who takes a particular interest in the careers provision and who can be an advocate for careers. At a minimum the link governor should ensure that the school is meeting its statutory duties but the role should extend beyond that to approving and keeping under review the school's careers policy and helping to monitor delivery. By asking the right questions the link governor can help the careers leader to secure the support of the school leadership.

For this to work effectively the link governor should meet regularly with the careers leader and offer feedback on the school's policy, strategy and development plan for careers. By drawing on their day-to-day experiences as a parent, as an employer and/or other roles in the community the school serves, the link governor can offer more than simply a lay perspective to such discussions. In this context the role of link governor overlaps with that of the enterprise adviser (EA). It would, therefore, make sense to combine meetings with the governor and with the EA on occasions where possible. This would represent an efficient use of time and lead to a more coordinated approach to strategic and operational planning. The governor should then report back to the governing body on how the careers provision is contributing to the school's priorities and to pupils' progress, career decision-making and subsequent destinations.

The Statutory Guidance states that not only should every school appoint a careers leader but also that the careers leader should have the clear backing of the governing body to do the job. To support the careers leader, questions the link governor might reasonably ask of the school leadership include:

- Does the school have a strategy and action plan in place to meet the Gatsby Benchmarks?
- What progress has the school made in achieving the Gatsby Benchmarks? What was the outcome of the most recent self-review using the Compass tool?
- Does career guidance feature in the whole school development/improvement plan?
- Has the school appointed a named careers leader?
- Does the careers leader have the full backing of the headteacher and how is this demonstrated?
- Has the careers leader been given sufficient time and resources to undertake the role effectively?
- Has the careers leader been given the opportunity to take up the offer of a free training place for the role?
- When and how does the governing body review pupils' destinations?
- What evidence is there that all pupils have been given information on opportunities in further and higher education, apprenticeships and other routes into employment?
- Has the school committed to work towards the *Quality in Careers* standard?

In addition to providing support and challenge at a strategic level by meeting with the careers leader and then asking pertinent and searching questions of the school leadership, the link governor can also provide help and assistance at an operational level. The precise nature of such support will depend in part on their role in the local community, but they could help to identify employers and other contacts to contribute to the careers programme.

Having a link governor for careers can provide an important source of support from within the school to enable you to achieve your ambitions for the careers programme. It will require you to commit time to meeting with the nominated individual, but this investment should help to ensure that the right questions are asked at the governing body meetings. Ideally it would be useful if you could be involved in helping to identify the link governor, so that the school appoints someone with whom you can work effectively.

Further information and support

- The April 2020 edition of the CDI's magazine *Career Matters* (Issue 8.2) includes an article written by a school governor with responsibility for careers.
- The CDI provides free online training for link governors. The two one-hour webinars are designed to help governors support leadership teams to review the current careers provision and to develop and implement a strategic plan in line with the DfE's guidance. <https://www.thecdi.net/Full-Webinar-Calendar>



May 2020

Securing access to impartial careers guidance: meeting the statutory duty

Following devolution in the late 1990s the three Celtic countries of the UK – Scotland, Wales and Northern Ireland – each established all-age careers services, which still exist today. In England, however, the New Labour government took a different approach from the other home nations. Instead of vertical integration, careers guidance services for young people and for adults were kept separate and the careers service for young people was integrated horizontally with other support services, such as the youth and community service and other agencies, to form the Connexions service. With a broader remit, Connexions had the dual role of providing both a targeted service to those in greatest need of support on a wide range of personal wellbeing issues and a universal careers guidance service accessible to all young people. Initially it operated through 47 Connexions partnerships before responsibility was transferred, in 2008, to local authorities.

Ten years ago this month, in May 2010, a General Election resulted in the Labour administration being replaced by a Conservative-Liberal Democrat Coalition. One of its early acts was to decommission the Connexions service. Schools no longer had access to the free, external career guidance service that had existed for almost four decades. Instead, from 2012, responsibility for providing careers guidance to young people was transferred to individual schools and colleges, and this remains the policy position to this day.

The statutory duty on schools is “to secure access to independent careers guidance for pupils from Year 8 to Year 13”. The legislation states that the guidance provided must be impartial and goes on to define independent as being provided other than by someone employed at the school. Therefore, the original position was that the provider of the careers guidance service for pupils should still be external to the school. However, the various versions of the DfE’s Statutory Guidance published over the past eight years have taken an increasingly more permissive view, allowing schools to make guidance available through careers advisers employed at the school, provided that they are trained to the appropriate professional standard.

The DfE’s latest position, as set out in the October 2018 version of the Statutory Guidance, endorses the requirement in Gatsby Benchmark 8 (Personal Guidance) that every pupil should have opportunities for guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. The expectation is that 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. Both the DfE and Gatsby have endorsed the professional standards developed by the CDI, which define ‘an appropriately trained and qualified careers adviser’ as someone who holds a careers guidance qualification at a minimum of Level 6 or above.

The approach taken to meeting these requirements is for schools to determine. The most common models are as follows:

- buying in services from a local authority that has continued to offer careers guidance on a traded basis;
- commissioning services from a careers company, either a company that may have provided services to Connexions partnerships in the past or an organisation that has been established
- more recently, perhaps as a social enterprise, to respond to the new marketplace for guidance;
- contracting with an individual (sole trader) careers adviser;
- employing a careers adviser at the school.

The former partnership approach to delivering career guidance, in which an external service would negotiate an agreement with a school from a menu of services to be provided, has been replaced by a new ‘client-contractor’ model. The school is the client purchasing services from a provider of its choice. The starting point for the commissioning process is that the school should determine the specification of services needed. The CDI has published a step-by-step practical guide to commissioning careers guidance services: details are given at the end of this article.

The role of the careers leader in relation to meeting the statutory duty is to:

- inform the senior leadership and governors of the requirements on the school;
- advise the senior leadership and governors on the services needed and what approach the school should take to providing careers guidance for pupils;
- manage the relationship with the provider on a day-by-day basis;
- keep the service under review and propose recommendations for any changes to the service in the light of experience.

Lastly, a word of caution. Some schools that have adopted the internal model of employing their own careers adviser have combined the roles of careers leader and careers adviser, either through supporting their careers leader to gain a qualification in careers guidance or by asking the careers adviser to take on the additional role of careers leader. Such an approach can work in practice but it is important that both the individual concerned, and the school’s senior leadership, recognise that these are two different complementary roles, each requiring sufficient time and access to appropriate training and CPD.

Further information and support

- The CDI’s guide to commissioning services can be downloaded from https://www.thecdi.net/write/BP560-Career_Guidance_in_Schools_2018-Web.pdf
- The CDI holds and maintains a professional register of qualified careers advisers <https://www.thecdi.net/Professional-Register->
- The CDI has published a Briefing Paper on the role of the careers adviser in personal guidance https://www.thecdi.net/write/CDI_27-Briefing-Personal_Guidance_FINAL.pdf

June 2020

Identifying students' guidance needs: recording achievements; reviewing progress; action planning

In last month's article I explained the statutory duty on schools to secure access to independent careers guidance and described the various approaches schools take to making such guidance interviews available. In this follow-up article I offer some thoughts on how careers leaders can work with colleagues to identify which students require guidance, at what times.

Few schools will have sufficient resources to enable all students to have an in-depth career guidance interview with a level 6 qualified careers adviser, and it is questionable anyway whether such an undifferentiated, blanket approach represents the best use of resources.

What is needed is a process of keeping under review each and every student's progress with their career planning and using this intelligence to identify who needs access to independent career guidance, and when. Going back to the era of Connexions, and even before that to the (re-)focussing agenda under the privatised careers services, schools developed good systems for working with the external service to identify students' guidance needs and where to target the support available.

Key to these processes is to view the provision of independent careers guidance from a professionally-qualified careers adviser as one element of a wider provision of guidance and support for students. There are many different one-to-one conversations that happen between students and staff that are not labelled 'guidance' but are in fact part of the school's overall provision of guidance and support. Examples include: academic monitoring; progress reviews; target-setting; tutor reviews; option choice; action planning; mentoring. These are all variations on a common theme of "how's it going, what next?" The particular focus of the discussion and the timescale will be different, but the overall purpose will remain the same – to help students reflect on where they are and to plan ahead.

If tutors and mentors were to record brief notes of these discussions, careers leaders could then draw on the records to review students' progress with their career plans and this would inform decisions about referrals to the careers adviser for guidance.

Gatsby Benchmark 3 (Addressing the needs of each student) is in fact a theme that should run across all the other benchmarks. In relation to Benchmark 8 (Personal guidance) it means knowing where each student is in terms of their plans for the next stage and making sure they are given access to appropriate support. This requires the careers leader to work with those staff colleagues who manage the school's provision of tutoring and mentoring, to develop manageable mechanisms for using the outcomes of tutor and mentor discussions to inform the targeting of career guidance support.

This will not be the only mechanism for informing referrals to the careers adviser. The careers leader will still need to work with the SENCO to make sure priority is given to young people with SEND, and with pastoral managers to identify other vulnerable young people, including those at risk of becoming NEET. Furthermore, there should also be the facility for students to self-refer. But a coherent and coordinated approach to tutoring, mentoring and guidance should ensure that all guidance needs are identified and no-one slips through the net.

Where this is working well students should view each of the conversations as part of a coordinated process of guidance and support, rather than a number of separate, isolated and potentially duplicated interventions. Underpinning this will be a simple but comprehensive system for record - keeping.

Further information and support

- one of the tools we produced to accompany *The Careers Leader Handbook* was designed to help careers leaders to review all

2.8A: Bringing coherence to personal guidance
1. Recording the current position
All entries of the new record-keeping tool are formally arranged for your details.

Guidance	Mentoring	Tutor	Pastor of care	Personal	Mentoring
Guidance					
Mentoring					
Tutor					
Pastor of care					
Personal					
Mentoring					

the one-to-one conversations that are organised for students, and all the documents that are used to record those conversations, with the aim of bringing greater coherence to the provision of personal guidance and to the referral process <https://indigo.careers/wp-content/uploads/2019/09/2.8A.pdf>

- there are several recording systems that schools and colleges can use. The Careers & Enterprise Company is rolling out its free Compass+ tool, which includes a facility to track individual students' progress and see who needs support <https://www.careersandenterprise.co.uk/schools-colleges/compass-plus>. Other, commercial products are available, such as Grofar, Start, Unifrog, etc.

July 2020

Maintaining the momentum: what next for your careers strategy?

We have reached the end of the second complete school year since the launch of the careers strategy. Back in 2018 no-one could have imagined that our schools would be closed to all but the children of essential workers for six months. While the Covid-19 pandemic has led to a necessary change in priorities, as careers leaders have moved swiftly to adapt their programmes and support to remote delivery, progress towards achieving the Gatsby Benchmarks continues. The Careers & Enterprise Company's *State of the Nation* reports provide clear evidence of the improvements schools and colleges are making, but there is still a long way to go. We are not going to achieve the DfE's target of all schools and colleges meeting the benchmarks by the end of 2020.



This does not constitute a failure: it simply reflects the reality of how long developments take. Any major change in education generally takes a minimum of three years to implement and embed: a year to take stock and plan; another year to put things in place and review; and a third to adapt and tweak in the light of experience. It was, therefore, always an ambitious aspiration to hope that schools could fully meet all eight benchmarks within two years. A few schools have achieved this position, and many more have made good progress towards the ultimate goal, but we need to maintain the momentum into and beyond next year.

So what should happen from here? Firstly, schools and colleges will continue to need support. The DfE should extend the current strategy for at least a further year and ideally three years. This means keeping all the elements set out in December 2017 and adding further strands, including, I suggest:

- increasing the per capita element of school and college budgets to acknowledge the additional costs of securing access to independent, personal career guidance from a careers adviser qualified to at least level 6
- placing a stronger emphasis on having a discrete provision of careers education in the curriculum, to complement the work planned in subject teaching
- making development funding available to individual schools and colleges (this was a significant helping factor in the Gatsby pilot in the North East)
- ensuring full national coverage of the careers hubs, so that all schools and colleges can benefit from being part of a collaborative network.

Secondly, careers leaders in schools and colleges can take action to maintain a focus on the careers programme beyond this year.

1. Now would be a good time to reflect on how far you have come in the past two years. You could review all your Compass results, summarise the overall progress and report the success to the senior leadership and the governors. This would help prepare the ground for further proposals and requests for support for the next phase of development.
2. You could then review the policy, vision and strategic careers plan and make sure that career guidance is fully embedded into the annual review and development planning cycle in the school or college.

3. Now that the assessment criteria for Quality in Careers standard have been fully aligned to the Benchmarks, making a commitment to work towards achieving this external accreditation of your programme would be another action that would keep the focus on improvement.

5. Gatsby Benchmark 1 is all about taking action to make sure that the programme of career guidance is fully embedded in the school or college. And a key part of Benchmark 1 is ensuring that there is strong leadership for careers. An important factor in maintaining the momentum therefore is making sure that the position of careers leader is secure and appropriately located in the school or college management structure to be able to drive developments forward.

6. As you move on to the next stage of implementing your careers strategy it is important to maintain your continuing professional development. The national careers leader training programme has been funded for a further year so, if you have yet to take advantage of one of these free courses, you should consider registering with a training provider through The Careers & Enterprise Company. You should also keep up to date by joining local and online networks and attending conferences and webinars.

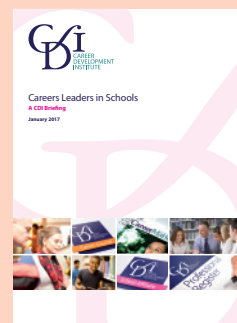
Immediate next step

A good starting point would be to schedule a meeting with your senior leadership team line manager with the following agenda:

- i. your biggest successes since 2018
- ii. the current challenges and barriers you face
- iii. the things you want to achieve next
- iv. the support that would help you achieve these developments.

Further information and support

- The CDI has produced a succinct briefing on the role of careers leader, with advice on matters to take into account when establishing and positioning the role https://www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf



- The CDI is a member of the Quality in Careers Consortium. Information about the standard can be found on its website <http://www.qualityincareers.org.uk/>
- Details of the careers leader training programme can be found at <https://www.careersandenterprise.co.uk/schools-colleges/training-careers-leaders>. The CDI is a major provider, offering both accredited and non-accredited options, and also offers a wide range of other free CPD opportunities <https://www.thecdi.net/Skills-Training-Events>

August 2020

Career progression for careers leaders: what next for you?

The previous article looked at what next for your school or college. This month, in the final piece of the year-long series I volunteered to write for the Community of Practice, I am going to look at what next for you. As a careers leader you spend your working life providing support for your students' career decisions and transitions as they move through learning and into work, but how much time do you devote to thinking about your own career progression?

This article sets out some of the opportunities that are open to you. Each one of these possibilities has been pursued by careers leaders I have met over the past 40 years working in this field.

1. Carry on being a careers leader

Being a careers leader is a rewarding job and you may be happy to keep doing it for a while or even for ever. When people think about career they usually think about the idea of moving jobs and/or places of work, but it is equally important to know when you are happy and to stay put.

2. Go back to what you were doing before

Sometimes making a career move can be a good way to test out some of your career ideas. This doesn't mean you have to stick with it for life. Perhaps you have learned that your previous job was the one for you. Career paths do not always have to be onwards and upwards.

3. Move on to another school or college

Maybe you enjoy the role of careers leader but want a new challenge, perhaps with more responsibility or a change of scene. The experience and expertise you will have built up in your present role will make you an attractive proposition to another school or college seeking to take forward its careers provision.

4. Move up into senior leadership

Working as a careers leader provides excellent preparation for a move into senior leadership. Traditionally schools and colleges have tended to recruit senior leaders from heads of department who have had experience of line managing a team of staff but today headteachers and principals are also recognising the experience gained by middle leaders with 'whole school/college' roles. As a careers leader you will



have had to form working relationships with almost every part of the school or college, and with a range of external agencies. This is precisely what is required of an assistant or deputy head or principal. There may be opportunities for promotion within your current workplace or you may prefer to apply your experience in a different school or college.

5. Focus on leadership and management

As a careers leader you will certainly have developed your abilities as a leader and manager. The previous option considered the possibility of taking on more of these responsibilities in an educational setting but you could also take your leadership and management skills into a different sector and type of organisation.

6. Focus on coordination and networking

Just as leadership and management skills are valuable assets to be able to take into a new context, so too is the ability to build good working relationships within and across organisations. As a careers leader you will have had to do a lot of this. You could take this skill and experience into a new setting, possibly still linked to education, such as working for an employer to establish links with schools and colleges or for a university in its school liaison team, or in a different sector of the economy.

7. Focus on careers

Perhaps in your work as a careers leader you have started to develop a particular interest in the whole area of career development and would like to pursue this further. You might want to qualify as a careers adviser and either keep working with young people or move on to provide career guidance in a university or with adult clients. If you have already achieved the 3-unit Level 6 Certificate in Careers Leadership you would only need to complete the seven mandatory units to achieve the full Level 6 Diploma in Career Guidance & Development.

Or you might like to become a careers education and guidance specialist and provide support to careers leaders in other schools and colleges. In the past local authorities and careers companies recruited experienced careers leaders to such roles and today several of the academy trusts have created similar posts. Another option would be to do research, writing and teaching on careers, perhaps as a university lecturer or researcher. The careers field has many different jobs for those who get hooked on careers.

8. Do something completely different

Finally, this list would not be complete without adding the option of doing something not related to either careers or leadership. Many careers leaders come into the role not having considered it, or not even knowing about it, at the beginning of their careers. So it is perfectly possible that you might move on to something completely different again. Many people learn about new career opportunities through encounters with other people. As a careers leader you will meet a great many people and any of these connections could lead to a new opportunity.

Not so long ago people sometimes referred to the role of careers leader as being a bit of a career cul-de-sac, from which you had to reverse out in order to progress further. That is no longer true. The skills and experience gained as a careers leader in a school or college today provide a platform from which you can move into any of the possibilities listed above.

Further information and support

- This article draws on the final chapter (4.4) that Tristram Hooley wrote for *The Careers Leader Handbook* that we co-authored.
- The CDI provides careers sector job vacancies board, *Careers in Careers*, which can be accessed via its website, or directly at <https://jobs.thecdi.net/>
- The CDI also offers the full Level 6 qualification in career guidance through its Academy: for details see <https://www.thecdi.net/CDI-Academy---QCF-Level-6-Diploma-Diploma>



Final Thoughts

In this final section I reflect on my career in careers and offer some thoughts about what still needs to be done to ensure that all young people have access to the support they need, at times when they need it.

Careers education and guidance has been the continuous thread throughout my professional life. My interest was sparked initially by taking vocational guidance as a subsidiary subject on my PGCE course at York University where I trained as a teacher in the mid-1970s. Five years later I took on the role of head of careers in the Cambridgeshire school where I was teaching. Although I still enjoyed the biology classes, I found helping young people with their plans for the future particularly rewarding, and especially liked hearing their stories when I met them around the town after they had left school. You have to like people to succeed as a careers leader – the young people you are there to support and your colleagues and external partners you work with to provide that support. I hope readers of these articles find the job equally satisfying.

After a few years I was seconded to the local careers service, to a role supporting careers teachers in other schools. Here I discovered that while I enjoyed teaching, I was more suited to working with adult students and the secondment opened the door to my future career as a lecturer, consultant and writer.

One of the key things I have learnt from my career in careers is the power of professional development. When I took on the role of head of careers I was fortunate in that both my headteacher and the local authority supported my attendance on a two-year part-time diploma in careers education and guidance. I learned so much, both from tutors such as Bill Law, Tony Watts and Tony Crowley, and from my fellow students. The course gave me the knowledge and the inspiration not only to manage and coordinate the careers programme in my school but also to lead and develop it further. I spent the next forty years lobbying for training to be made available to all careers leaders and I am delighted that at long last we now have such training available nationally, and at no cost to the school or to the individual. It is fantastic to see the large number of careers leaders taking up this opportunity and the positive impact it is having on their work in school.

Over my professional lifetime in careers, developments have come and gone. As I look back the overall direction is forward but it would be remiss of me not to highlight aspects that we still need to work on. It is good to see the attention given to careers by government through the careers strategy and the promotion of the Gatsby Benchmarks, but gaps remain.

- First and foremost we need a national framework of learning outcomes, to sit alongside the framework of inputs set out by the Gatsby Benchmarks. The CDI is currently leading the work on this missing piece and it is to be hoped that the government, The Careers & Enterprise Company and Gatsby will all get behind this development.
- Secondly, the profile of careers education in the curriculum needs to be raised. The government should reinstate the statutory duty on schools to provide careers education and extend the requirement to age 18. Furthermore, Gatsby Benchmark 4 should be revised to make explicit the need for a discrete provision of careers education alongside the work in subjects.
- Thirdly, while the careers leader training encourages careers leaders to prepare a strategic plan for the careers provision in their school or college they need more support to implement the plans, through extending the careers hubs to all areas of the country and by making development funding available to schools and colleges.
- Fourthly, school and college budgets must be increased to include a designated element of funding to cover the costs of providing personal career guidance. In 2012, when the legal duty to provide career guidance to young people was transferred from local authorities to individual schools and colleges, none of the money that local authorities spent on providing the service was moved across. Schools and colleges have had to take the money to pay for careers advisers from other areas of their budgets. Without an allocation of resources to cover the costs schools and colleges will continue to struggle to fully meet the expectations set out in Gatsby Benchmark 8.
- Fifthly, the government needs to make sure that personal career guidance is available to all young people. Current policy for careers guidance in England assumes that all young people are in a school or college but we know that many are not, for a variety of reasons including the thousands who are home-educated. This probably means extending the remit of the National Careers Service and locating Level 6 qualified careers advisers in the community in places that are easily accessible to young people not in school or college.

Since I started writing the series of articles collected together here, the Covid-19 pandemic has hit the world. I believe it will have profound and long-lasting effects on the labour market, the nature of work and the provision of education and training. We are only at the beginning of understanding how these changes will impact on the current and future generations of young people but we can be sure that they will continue to need support with understanding what the opportunities are and navigating their way to their aspirations. I believe we are developing a workforce of careers leaders who are up to the challenge of making this happen and I wish you all well in this endeavour.

For correspondence I can be contacted at davidandrews_ceg@hotmail.com



Ground Floor,
Cophall House,
1 New Road,
Stourbridge,
West Midlands
DY8 1PH

Tel: 01384 376464
Email: hq@thecdi.net
www.thecdi.net

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