

LEADING CAREERS GUIDANCE

How to plan, implement and evaluate careers guidance across the York, North Yorkshire & East Riding Enterprise Partnership – guidance for Senior Leaders and Careers Leaders in schools



Part of the Department
for Work and Pensions



EAST RIDING
OF YORKSHIRE COUNCIL



Contents

Foreword	3
With thanks to:	4
The Entitlement Statement	4
Do you want this document online?	4
This Tool: Leading Careers Guidance	5
Key publication dates	5
Plan: The National Careers Strategy	6
Implement: The Statutory Guidance	6
Evaluate Impact: Monitoring and Evaluating careers guidance	6
Tools and Awards to support evaluation of careers guidance	6
Timescale for action	7
Leadership of Careers Guidance in schools	8
Careers Leader's Summary	8
Leadership Notes	10
Leadership Notes: Careers guidance website compliance	11
Leadership Notes: School Careers Policy including a policy statement on provider access	12
Leadership Notes: Leadership group to plan the careers programme and its and quality assurance	14
Leadership Notes: Quality in Careers Standard	16
Leadership Notes: Accessible labour market information	18
Leadership Notes: Linking curriculum learning to careers	20
Leadership Notes: Experiences of the workplace	22
Leadership Notes: Encounters with further and higher education	24
Leadership Notes: Personalised Careers Guidance	26



Foreword

The York, North Yorkshire and East Riding Enterprise Partnership (YNYER LEP) are focused on unlocking economic growth in our area. We do this by attracting public and private sector investment, developing infrastructure like broadband, housing and roads and growing industry by responding to their skills needs.

Key to this ambition is enabling our young people to take advantage of the opportunities a growing economy presents. We want to expose students, their influencers and educators to careers in local growth sectors and increase the number of people taking up further education and higher value employment in those sectors. We believe that first class careers guidance should respond to student's personal ambitions and the changing needs of the local economy.

The LEP has identified the development of 'inspired people' as one of its main goals (YNYER LEP, 2014). This ambition includes: 'increasing employability by connecting business to education'; and to 'build skills, attitudes and ambition to help people access jobs and progress in them'.

'With our ageing workforce, ensuring we have high-quality skills for the future is essential for our many great businesses. Helping young people make more informed choices and inspiring them to take advantage of the opportunities across our area is a real priority and something our business leaders are passionate about. Both business and young people are reporting that careers advice and links to business aren't strong enough. We must meet this challenge full on.'

YNYER LEP Annual Report 2016

We must ensure that young people have sufficient high quality encounters with the world of work and that they understand clear progression routes that can help them plan their careers. We want to engage businesses, schools and colleges to work together better to support all young people to access guidance and activities that inspire them to make better informed career choices.

Our partnership is based on a collaborative approach. In 2015 we established our YNYER LEP Careers Strategy Group to inform, shape and facilitate key activities that improve the quality of career guidance in our schools. Members include representatives from the Local Authorities, Careers Yorkshire and Humber, Jobcentre Plus, NYBEP, the Careers Enterprise Company (CEC) and Higher York. Based on the emerging Gatsby Benchmarks the group has set out our ambition for a careers offer to ensure all young people fulfil their potential, encouraging them to be ambitious and enterprising and giving them the skills they need to get a job.



Laura Mason, Chief Executive of NYBEP, member of the LEP Skills and Employability Board and Chair of the LEP Careers Strategy Group



With thanks to:

Without the vision and collaboration of many colleagues across the LEP, this document would not have been possible. We have worked closely with colleagues from all areas of the LEP, including all of the agencies mentioned in the local support and contacts sections later in the document. This has allowed us to help direct schools to the provision and support available to them in a clear, structured manner. There are very many of you, and we thank you all for your time and partnership in this work.

Our thanks also to the members of the YNYER LEP Careers Strategy Group for their involvement in the development and refinement of this document.

We would especially like to thank leaders from the following schools for giving their time to provide high quality feedback, suggestions and support in the production of this document:

Upper Wharfedale School

Millthorpe School

Selby High School

The Entitlement Statement

The Careers Offer, or Entitlement Statement, was developed in 2015 by the YNYER LEP Careers Strategy Group. This statement was written to clarify what good careers guidance looked like and how we would develop this across the region.

The Entitlement Statement has provided the strategic drive behind our considerable investment in offering schools high quality resources and training to support the delivery of the highest standard of careers guidance. Most recently, these includes funding and support for the North Yorkshire *Progression for Success* careers project and the *Better Quality CEIAG* programme, funded by European Social Fund (ESF) and delivered by Prospects.

Do you want this document online?

On release, hard copies of this document will be made available to schools in the YNYER LEP region. As the environment of careers leadership is constantly changing we plan to update this guide on an annual basis.

This and future publications will be made available online, along with an editable electronic version of the Careers Leader's Summary for your use. Find these documents and more at:

www.businessinspiredgrowth.com/aspiring-young-people

This Tool: Leading Careers Guidance

In December 2017 the new National Careers Strategy was published, closely followed by the Careers Strategy Statutory Guidance in January 2018. These two documents herald a significant change in careers guidance, particularly with regards to delivery, engagement with employers and other external agencies. With these changes schools will find an increased accountability for school leaders to deliver a co-ordinated whole school approach to careers guidance for all pupils.

Leading Careers Guidance (this document) aims to support Senior Leaders and Careers Leaders in their approach to the challenges of reviewing whole school careers guidance.

This guidance has 3 key elements:

Plan informed by the National Careers Strategy key actions,

Implement the National Statutory guidance requirements and expectations (including the Gatsby Benchmarks), and

Evaluate Impact of your school's careers guidance programme aligned to the statutory guidance.

The suggested actions are aligned to the expectations of the new statutory guidance and these are supported by signposting Careers Leaders to local and national resources.

Key publication dates

4 Dec 2017

National Careers Strategy published "Careers strategy: making the most of everyone's skills and talents"

5 Jan 2018

Statutory guidance for governing bodies, school leaders and school staff published "Careers guidance and access for education and training providers"



Plan: The National Careers Strategy

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The national careers strategy document highlights the significant impact that access to the right careers guidance, at the right time, can have on individual pupil's aspirations. Through high quality advice and guidance programmes schools can have a fundamental impact on supporting students to make informed decisions towards a fulfilling future.

Implement: The Statutory Guidance

www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

This highlights the role of governance and the school senior leadership in ensuring high quality careers guidance, including securing independent careers guidance and education. In addition to the importance of every school having a designated Careers Leader the statutory guidance highlights the importance of whole school strategic leadership to support the implementation of the statutory requirements between now and 2020. This document supports planning actions to complete the 'must' dos within the required timeframe.

Evaluate Impact: Monitoring and Evaluating careers guidance

Lessons learned through the Progression for Success project highlighted the purpose of monitoring and evaluation in careers guidance. Monitoring, tracks achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning. Evaluation examines what is done; considers improvements; assesses value and provide others with a summary to help them to understand what was done. In this document we share activities to monitor or evaluate each aspect of careers guidance and reference the most recent Ofsted handbook to highlight the requirements and expectations of schools when they are inspected.

Tools and Awards to support evaluation of careers guidance

The Quality in Careers Standard is the national quality award for careers guidance in schools, colleges and work-based learning. By implementing the recommendations in this document schools will be in a strong position to evidence the assessment criteria. Find out more about these awards at www.qualityincareers.org.uk

The Careers Enterprise Company (CEC) provides online monitoring and self-evaluation tools. 'Compass', a careers benchmark tool, which allows schools to track activity against the Gatsby Benchmarks and 'Tracker', a tool for building and managing a careers plan, are a benefit of joining the Careers Enterprise Adviser network. Find out more and create an online account at: schoolshub.careersandenterprise.co.uk/login



Timescale for action

The Statutory guidance for governing bodies, school leaders and school staff includes a schedule for upcoming developments which will inform the careers guidance delivery in your school. This document highlights the key aspects of this below.

Timing	Action	National Support for Schools
Ongoing (legal duty came into force in September 2012)	Ensure independent careers guidance from year 8 to year 13 for all pupils.	
From January 2018 (legal duty came into force on 2 January 2018)	Ensure a range of education and training providers can access all pupils in year 8 to year 13- informing them about approved technical education qualifications or apprenticeships. You must publish a policy statement setting out your arrangements for provider access and ensure that it is followed.	Annex A in the statutory guidance sets out an example policy statement on provider access.
From January 2018 to end 2020	Begin using the Gatsby Benchmarks to improve careers provision in 2018 and meet them all by the end of 2020. In 2018, every school should begin to offer every pupil seven 'meaningful' encounters with employers, (e.g. careers talks or fairs, CV workshops, mock interviews, mentoring, employability workshops, enterprise competitions) at least one each year from year 7 to year 13. Some of these encounters should be with STEM employers. By the end of 2020 this is standard practice for all pupils.	
From September 2018	Every school should appoint a named person to the role of Careers Leader to lead the careers programme. (May be a teaching or non-teaching member of staff)	Job specification and standards for Careers Leaders developed and used.
From September 2018	Every school will be expected to publish details of their careers programme for pupils and their parents.	The Careers & Enterprise Company will take on a broader role across all the Gatsby Benchmarks.
During 2018 and 2019	Every school will be expected to publish details of their careers programme for pupils and their parents.	CEC will provide tools to help schools meet the Gatsby Benchmarks.
During 2018 and 2019	It is recommended that schools utilise Careers Enterprise Company resources: Compass Evaluation Tool and Tracker careers planning tool.	Careers Leaders training funded for 500 schools and colleges.
By end 2020		All schools will have access to an Enterprise Adviser.



Leadership of Careers Guidance in schools

Every school should have a stable, structured careers programme that has the explicit backing of the senior leadership team, and must identify an appropriately trained person to be responsible for the programme, a Careers Leader.

Careers Leaders in schools will be actively involved in partnership working and reviewing the school's position against the criteria for the National Careers Strategy and the Statutory Guidance. The Careers Leader's Summary, on pages 8 and 9, provides an overview to support monitoring and self-review of careers provision in school. As such it may be used by the Careers Leader to inform their senior leadership team about their work and ongoing developments.

The Careers Leader must 'lead' the schools careers guidance activity but they will not deliver or implement it alone. The following information will signpost to available resources for strategic planning and reviewing of high quality whole school programmes. Links to local and national projects that will deliver the required activities are included.

The Careers Leader in school will have a clear overview of the school's careers guidance provision and meeting the statutory guidance (Gatsby benchmarks). The Careers Leader should have influence across the school and will be actively involved in partnership working with external partners such as employers and learning providers. For more information on the role please visit: <https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>

Careers Leader's Summary

Key area	Guidance notes	Grade (RAG)	Evidence	Action by
EXAMPLE: School Careers Policy including a policy statement on provider access	EXAMPLE: Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.	Red Amber Green Date: **/**/20**	EXAMPLE: 1. Policy written and held on G drive. 2. Destination outcomes reported to governors on **/**/20** (see meeting minutes)	EXAMPLE: 1. To be approved by Governing body. Meeting scheduled for **/**/20** with review dates 2. Annual report calendared to be completed by...
Careers guidance website compliance	For the current academic year, you must include: Full contact details for Careers Leader; a summary of the careers programme; state how the school measures and assesses impact; the date of the school's next review.	Red Amber Green Date: / /		
School Careers Policy including a policy statement on provider access	Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.	Red Amber Green Date: / /		



Key area	Guidance notes	Grade (RAG)	Evidence	Action by
Plan the careers programme and its quality assurance	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, Governors and employers.	Red Amber Green Date: / /		
Quality in Careers Standard	The Quality in Careers Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment.	Red Amber Green Date: / /		
Accessible labour market information	Every pupil, and their parents/ carers, should have access to good quality information about future study options and labour market opportunities.	Red Amber Green Date: / /		
Linking curriculum learning to careers	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.	Red Amber Green Date: / /		
Experiences of the workplace	By 2020, secondary schools should offer every young person seven encounters with employers – at least one each year from year 7 to year 13.	Red Amber Green Date: / /		
Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Red Amber Green Date: / /		
Personalised Careers Guidance	Guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first.	Red Amber Green Date: / /		



Leadership Notes

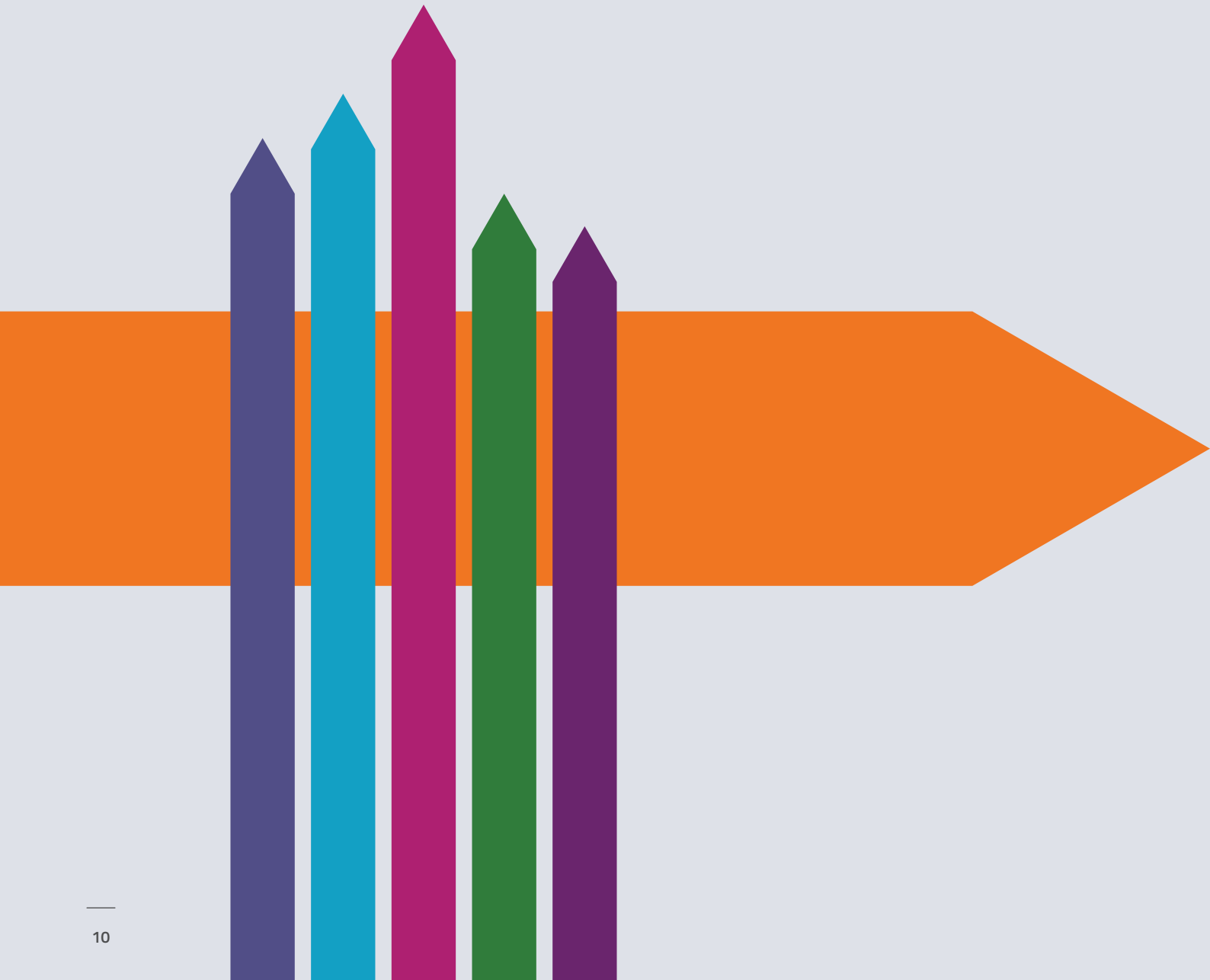
The Leadership Notes pages (pp.11-27) view each aspect of careers guidance in independent sections. These closely adhere to the Gatsby Benchmarks. For each category there are clearly allocated actions to support a Careers Leader to plan and develop provision in school. The expected impact of these actions are also noted to help with evaluation.

National guidance and support options are referenced in each section. In addition local contacts and resources are provided which Careers Leaders may find useful for completion of these actions. In addition to this, there is a side bar which highlights the links between the requirements of the National Careers Strategy and Statutory Guidance. In addition,

you will find activities learned from the North Yorkshire 'Progression for Success' project and links to the Ofsted Guidance for school inspection.

This 'Leading Careers Guidance' tool is intended to support the development of a careers guidance programme across the whole school and will help Careers Leaders to clarify their role to senior colleagues and governors.

Please note that this tool does not replace use of the CEC Compass tool, as strongly recommended in the National Careers Strategy, however each should complement the other in supporting review and development of a school careers guidance programme.



Leadership Notes: Careers guidance website compliance

<p>Plan</p> <p>From September 2018, you must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997.</p> <p>For the current academic year, you must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The name, email address and telephone number of the school's Careers Leader <input type="checkbox"/> A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme <input type="checkbox"/> How the school measures and assesses the impact of the careers programme on pupils <input type="checkbox"/> The date of the school's next review of the information published 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>"schools and colleges are expected to publish details of their careers programme for young people and their parents" (pg. 8)</p> <p>"we will expect schools and colleges to publish details of their careers programme" (pg. 21)</p> <p>The Statutory Guidance</p> <p>'Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.'</p>
<p>Implement</p> <p>National guidance and support</p> <p>Full up-to-date information on what schools must publish, and how, can be found at: www.gov.uk/guidance/what-maintained-schools-must-publish-online</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Read the statutory guidance for schools on careers guidance and access for education and training providers for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with Section 42B of the Education Act 1997, setting out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.</p>
<p>Evaluate Impact</p> <ul style="list-style-type: none"> ✓ Teachers, young people and parents understand how careers related activity is integrated across school ✓ Families are better able to access school career programme information ✓ Parents and carers have the information available to be more informed when supporting their child to make career decisions ✓ Schools implement policy and plans that enable progress towards national quality standards ✓ Evidence suggests that young people's attainment will improve and aspiration increase 	<p>Evaluate Impact...</p> <p>The Statutory Guidance</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</p> <p>NY Progression for Success</p> <p>Evaluation activities might include</p> <ul style="list-style-type: none"> ▪ Review the organisations network of employers to identify any gaps in provision ▪ Exploring the specialist information needs of certain groups to determine whether or not gaps in provision exist. <p>Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies</p>



Leadership Notes: School Careers Policy including a policy statement on provider access

<p>Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Careers policy written <input type="checkbox"/> Careers policy reviewed and approved by governing body <input type="checkbox"/> Policy reviewed at least every 3 years, next review date: _____ <input type="checkbox"/> Publish annual report on careers policy and curriculum <input type="checkbox"/> Report on destination outcomes to school leaders and governors <p>Your published careers plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils' experience of the world of work <input type="checkbox"/> Links with business <input type="checkbox"/> Individual careers guidance <input type="checkbox"/> Pupils' learning of different progression routes 	<p>Plan to meet;</p> <p>The National Careers Strategy</p> <p>"schools and colleges are expected to publish details of their careers programme for young people and their parents" (pg. 8)</p> <p>"we will expect schools and colleges to publish details of their careers programme" (pg. 21)</p> <p>The Statutory Guidance</p> <p>'Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.'</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ <u>CDI Framework: The framework provides schools and colleges with a structure for identifying needs, designing and delivering learning and assessing the immediate impact of their careers: CDI Framework for careers, employability and enterprise education 7-19</u> <p>The Gatsby Benchmarks and evaluation tool can be found at the Gatsby website: www.goodcareerguidance.org.uk</p> <p>Local support and contacts</p> <p>Prospects: Better Careers Guidance project supports schools to improve their Careers Education Information Advice and Guidance.</p> <ul style="list-style-type: none"> ▪ Personalised IAG to students 15+ ▪ CEIAG Quality Award and will support tutor CPD ▪ Employability activities such as digital jobsearch support, CV and application form workshops and mock interviews ▪ Contact Prospects on 01924 371579 <p>North Yorkshire schools can access supporting guidance at http://cyps.northyorks.gov.uk/careers-guidance-and-training-and-support through North Yorkshire Education Services at www.nyeducationsservices.co.uk</p> <p>East Riding Schools</p> <ul style="list-style-type: none"> ▪ <u>The Education & Skills Partnership Continuous Professional Development Network</u> supports members to implement national policy. 	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Annex A: Example of a policy statement on provider access</p> <p>Gatsby Benchmark 1: A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, Governors and employers.</p> <p>NY Progression for Success</p> <p>Monitoring activities might include</p> <ul style="list-style-type: none"> ▪ Review how many learners have undertaken work experience ▪ Count the number of students who have attended CV workshops

Evaluate Impact

- ✓ Teachers, young people and parents understand how careers related activity is integrated across school
- ✓ Employers are better able to support schools
- ✓ Schools implement policy and plans that enable progress towards national quality standards
- ✓ Evidence suggests that young people's attainment will improve and aspiration increase

Evaluate Impact...

The Statutory Guidance

The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process

NY Progression for Success

Evaluation activities might include

- Explore the views of parents concerning their own involvement in securing work placements for their children
- Testing student learning against pre-determined learning outcomes
- Review the attainment levels of students who have received work experience against those who have not
- Review the organisations network of employers to identify any gaps in provision

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Leadership group to plan the careers programme and its quality assurance

<p>Plan</p> <ul style="list-style-type: none"> ❑ Careers guidance leadership group set up to plan and quality assure school careers programme ❑ Link governor appointed with oversight for ensuring students can relate their learning to careers and the world of work from an early age ❑ Careers Guidance Provision has quality assurance framework which includes monitoring and evaluation of all provision 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>“ Every school should appoint a named person to the role of Careers Leader to lead the careers programme. ”</p> <p>(May be a teaching or non-teaching member of staff)”</p> <p>“name and contact details of Careers Leader published on [school] website.” (pg. 24)</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI Framework for careers, employability and enterprise education 7-19 <p>Local Support and contacts</p> <p>Careers Enterprise Company Enterprise coordinators: Enterprise coordinators are trained professionals who work with clusters of schools and colleges to build careers plans and make connections to local and national employers. York and North Yorkshire schools should make contact via Louise.Lunn@businessinspiredgrowth.com</p> <p>East Riding schools should contact kerrie.jaquest@hullcc.gov.uk</p> <p>North Yorkshire schools can access supporting guidance at http://cyps.northyorks.gov.uk/careers-guidance and training and support through North Yorkshire Education Services at www.nyeducationsservices.co.uk</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Gatsby Benchmark 1: A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, Governors and employers.</p> <p>NY Progression for Success</p> <p>Monitoring activities might include</p> <ul style="list-style-type: none"> ▪ Reviewing the careers programme to determine what activities are happening and when they are happening ▪ Checking the web metrics to see how many times the policy has been downloaded ▪ Monitoring the CPD activities which staff undertake



Evaluate Impact

- ✓ High strategic profile of Careers guidance in schools ensures widespread understanding and engagement with careers activities across the school curriculum

Evaluate Impact...

Careers Strategy

'The school should invite feedback on the plan from these groups as part of a regular evaluation of the careers programme.'

NY Progression for Success

Evaluation activities might include

- Feedback sheets after an event
- Exploring the extent to which career learning has taken place (test, work sampling etc.)
- Examine data to check whether there has been a change in progression routes after an activity on apprenticeships
- Reviewing the progression data for students leaving school, or Ofsted reports or quality award assessment reports against the strategic plan / departmental development plan

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Quality in Careers Standard

<p>Plan</p> <ul style="list-style-type: none"> □ Schools and colleges achieve or commit to working towards the Quality in Careers Standard by 2020 □ 'Careers clusters' are developed with other schools to share resources in improving awareness of the local labour market □ 'Careers Clusters' support school and college leaders in a whole-school approach to plan and deliver careers provision 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>"We strongly recommend that all schools and colleges work towards the updated Quality in Careers Standard" (pg.20)</p> <p>"20 'career hubs' will be funded by Government and supported by a coordinator from the Careers Enterprise Company" (pg 9)</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI Framework for careers, employability and enterprise education 7-19 ▪ Quality in Careers Standard is the national award to recognise high quality career guidance ▪ www.cegnet.co.uk An online community for teachers, careers professionals and supporters of career development to share news and resources <p>Local support and contacts</p> <ul style="list-style-type: none"> ▪ National Careers Service Career Leader Networks: Craven, Selby, Harrogate, Richmond & Hambleton Contact: Angela Kavanagh angela.kavanagh@aspireigen.com ▪ North Yorkshire Coast schools may access the Coast Careers Guidance network, led by the coast Enterprise Coordinator, Andrew Davies andrew@nybep.org.uk ▪ York Careers Education Network Contact Julia Massey Julia.massey@york.gov.uk ▪ Prospects lead delivery of the Better Careers Guidance project and can be contacted via Nicky Brown on 01924 371579 <p>North Yorkshire schools can access supporting guidance at http://cyps.northyorks.gov.uk/careers-guidance and training and support through North Yorkshire Education Services at www.nyeducationsservices.co.uk</p> <p>East Riding schools can benefit from membership of The East Riding Education and Skills Partnership esp.team@eastriding.gov.uk</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Gatsby Benchmark 1: A Stable Careers Programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p> <p>NY Progression for Success</p> <p>Monitoring activities might include</p> <ul style="list-style-type: none"> ▪ Check to ensure external provider has maintained their position on the register of practitioners ▪ Count how many learners have had interviews with a career guidance practitioner



Evaluate Impact

- ✓ Quality of Careers guidance provision is improved through the sharing of good practice
- ✓ Career related planning and learning across key stages and transition points is effective and coherent

Evaluate Impact...

Statutory Guidance

The Quality in Careers Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment.

NY Progression for Success

Evaluation activities might include

- Feedback sheets after an event
- Exploring the extent to which career learning has taken place (test, work sampling etc.)
- Examine data to check whether there has been a change in progression routes after an activity on apprenticeships
- Reviewing the progression data for students leaving school, or Ofsted reports or quality award assessment reports against the strategic plan / departmental development plan

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Accessible labour market information

<p>Plan</p> <ul style="list-style-type: none"> □ Schools publish user-friendly labour market intelligence/ information (LMI) which is easily accessible by young people, teachers and parents /carers □ LMI draws from sources including UKCES 'LMI for All', National Careers Service local LMI data and other reliable, up- to-date sources of information 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>" people will continue to have up-to-date information about local labour markets. " (pg 32)</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI Framework for careers, employability and enterprise education 7-19 ▪ Parents are aware of the National Careers Service National Helpline and there is a link on the school/college website. ▪ Apprenticeshipguide.co.uk– search via postcode <p>Local support and contacts</p> <p>careersyandh.co.uk Careers Yorkshire and the Humber Their website provides a range of resources and information to inspire and empower people to progress in learning and work</p> <p>Job Market Information (LMI) national, regional, county and local. Top occupations, skills in demand, employment trends and key sectors via Careers Y&H.</p> <p>Job Market Information (LMI) for East Riding and Shape your future resources</p> <p>Skills for employment in East Riding a range of Labour Market Information resources based on key sector areas</p> <p>Shape your future...York and North Yorkshire resources hard and web-based, including lesson plans and the Shape your future video</p> <p>Jobcentre Plus can provide support for all schools, please email wendy.mangan@dpw.gsi.gov.uk</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Every pupil, and their parents/carers, should have access to good quality information about future study options and labour market opportunities.</p> <p>"Schools should make sure that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options." (pg 15)'</p> <p>Gatsby Benchmark 2: Learning from career and labour market information</p> <p>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <p>NY Progression for Success</p> <p>Monitoring activities might include:</p> <ul style="list-style-type: none"> ▪ Monitoring the use of web pages using web metrics ▪ Counting the number of young people who are using a school Facebook page about careers ▪ Surveying staff to see who is incorporating information about careers in subject display materials



Evaluate Impact

- ✓ Pupils, parents and teachers have improved understanding on LMI and high volume growth occupations
- ✓ There is an improved match between the qualifications and skills of young people and the local and national economy

Evaluate Impact...

NY Progression for Success

Evaluation activities might include:

- Exploring which websites learners are using to inform their career decision making
- Reviewing formats young people prefer to receive their information
- Exploring the specialist information needs of certain groups to determine whether or not gaps in provision exist
- Understanding the way young people use information from information events to explore their decision making

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Linking curriculum learning to careers

<p>Plan</p> <ul style="list-style-type: none"> □ All teachers should link curriculum learning with careers □ STEM (Science, technology, engineering and maths) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>“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 “ (pg. 17)</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI Framework for careers, employability and enterprise education 7-19 <p>Local support and contacts</p> <p>Careersyandh.co.uk careers in the curriculum provides support for careers guidance, based on sectors and school subject areas, including STEM subjects.</p> <p>Jobcentre Plus work with employers every day, they can provide support for all schools, including employability skills, interview workshops and CV workshops, please email wendy.mangan@dpw.gsi.gov.uk</p> <p>NYBEP</p> <p>Successful Futures – part funded Careers, STEM and Enterprise activity supported by employers aimed to develop young people’s skills and knowledge to better prepare them for the workplace and inspires and informs them to plan to achieve a successful future.</p> <p>The Employability Charter – a pledge from employers to engage with schools. Providing schools, the opportunity to engage with Employers (STEM) signed up to the Charter.</p> <p>Scarborough and Ryedale Schools only. Access to further STEM support via Successful Futures funded by Sirius Minerals.</p> <p>Please email yvonne@nybep.org.uk</p> <p>East Riding Schools can access >log on move on> Hub for careers in the curriculum information.</p> <p>North Yorkshire schools can access supporting guidance at http://cyps.northyorks.gov.uk/careers-guidance and training and support through North Yorkshire Education Services at www.nyeducationsservices.co.uk</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Gatsby Benchmark 4: Linking curriculum learning to careers</p> <p>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 path</p> <p>NY Progression for Success</p> <p>Monitoring activities might include</p> <ul style="list-style-type: none"> ▪ Surveying teachers to see how many are incorporating information on careers into subject lessons



Evaluate Impact

Teachers and young people see the relevance of the curriculum and how their skills and knowledge relate to career opportunities

Evaluate Impact...

NY Progression for Success

Evaluation activities might include

- Survey learners to see if engagement is greater in a lesson which has a careers focus
- Test students knowledge of the type of careers specific subjects could lead to
- Reviewing the extent to which incorporating information and links into curriculum affects the uptake of subjects at GCSE and post-16

Review school subject choices against LEP strategic plans

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Experiences of the workplace

<p>Plan</p> <ul style="list-style-type: none"> □ Every young person should have completed at least 200 hours experience of the world of work, in some form, by the time they reach the age of 18 □ Experience of workplace is spread throughout education and starts in early key stages □ Experience includes career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, work shadowing, work experience / supported work experience and other relevant activities. □ Pupils experience and employability journey should be captured in a personalised portfolio 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>“Secondary schools should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers. ”</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI toolkit: Why Does Employer Engagement Matter? ▪ CDI Framework for careers, employability and enterprise education 7-19 <p>Local support and contacts</p> <p>Careers and Enterprise Company - www.careersandenterprise.co.uk/school-activities</p> <p>Jobcentre Plus can provide support for all schools, they also can facilitate visits to local Jobcentres, please email wendy.mangan@dwp.gsi.gov.uk</p> <p>Successful Futures – part funded Careers, STEM and Enterprise activity supported by employers aimed to develop young people’s skills and knowledge to better prepare them for the workplace and inspires and informs them to plan to achieve a successful future.</p> <p>The Employability Charter – a pledge from employers to engage with schools. Providing schools, the opportunity to engage with Employers signed up to the Charter.</p> <p>Scarborough and Ryedale Schools only. Access to further STEM support via Successful Futures funded by Sirius Minerals.</p> <p>Please email yvonne@nybep.org.uk</p> <p>East Riding Schools can access >log on move on> Hub for carers in the curriculum information.</p>	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Gatsby Benchmark 5 & 6: Encounters with employers and employees</p> <p>5. Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <p>6. Experiences of Workplaces: Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <p>NY Progression for Success</p> <p>Monitoring activities might include</p> <ul style="list-style-type: none"> ▪ Count how many experience of work places each learner has received



Impact

- ✓ Pupils develop greater awareness of opportunities in the local labour market
- ✓ Risk of NEET is reduced and success in labour market for young people is increased (based on evidence of regular encounters with employers)
- ✓ Local employers are able to engage with pupils who could become future employees
- ✓ Pupils develop strong awareness of skills and qualifications including enterprise, that are crucial for future sustained employment and self-employment.
- ✓ Student portfolios allow young people to take responsibility for capturing learning and experiences from an early age
- ✓ Portfolios support pupil's careers activities with employers and progression into work.

Evaluate Impact...

NY Progression for Success

Evaluation activities might include

- Use feedback sheets to explore learners reaction to activities
- Assess the employability skills of those learners who have attended employer events
- Explore the positive effects of work-related activities on participating employers
- Review the destinations of data of learners who have participated in work-related activities in line with local strategic plans
- Explore the views of parents concerning their own involvement in securing work placements for their children
- Testing student learning against pre-determined learning outcomes
- Review the attainment levels of students who have received work experience against those who have not
- Review the organisations network of employers to identify any gaps in provision

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Encounters with further and higher education

<p>Plan</p> <ul style="list-style-type: none"> □ All pupils should be given information on the full range of learning opportunities available to them □ Information on both academic and vocational routes and learning in schools, colleges, universities and in the workplace must be available 	<p>Plan to meet...</p> <p>The National Careers Strategy</p> <p>“ We expect institutions to continue to target the most effective outreach interventions at disadvantaged pupils” (pg 14)</p>
<p>Implement</p> <p>National guidance and support</p> <ul style="list-style-type: none"> ▪ Compass Evaluation Tool and Tracker careers planning tool (Compass tool) ▪ CDI Framework for careers, employability and enterprise education 7-19 <p>Local support and contacts</p> <p>Access to HE</p> <ul style="list-style-type: none"> ▪ York University Excellence Hub - runs exciting events for young people to help enrich their experiences in school and college. ▪ www.york.ac.uk/schools-and-colleges - interactive outreach and recruitment activities. Our aim is to enthuse and inspire talented young people from all backgrounds about higher education. ▪ York St John – Widening Participation - www.yorks.ac.uk/study/undergraduate/visit-us/student-recruitment-activities/pre-16-activities ▪ Higher Education at Coventry University (Scarborough Campus) www.coventry.ac.uk/cus/study ▪ National Collaborative Outreach Project (NCOP) increasing the number of young people from underrepresented groups who go into higher education. National Collaborative Outreach Programme (NCOP) - Office for Students ▪ www.higheryork.org/schools - Local outreach activities to encourage young people to progress to higher education. 	<p>Implement...</p> <p>The Statutory Guidance</p> <p>Gatsby Benchmark 7 Encounters with further and higher education</p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> <p>NY Progression for Success</p> <p>Evaluation activities might include</p> <ul style="list-style-type: none"> ▪ Count the number of visits which each learner has taken to FE and HE providers ▪ Count the number of visits organisations and/or employers have made to the school to provide information about apprenticeships to students



Access to Apprenticeships

- York Apprenticeship Hub – City of York Council West Offices, Station Rise, York, YO1 6GA
Telephone: 01904 553732
Email: york.apprenticeships@york.gov.uk
- Apprenticeship Support and Knowledge (ASK) project delivered locally by NYBEP to Year 10-13 students. Schools can access free impartial information sessions on 'What an Apprenticeship is' and 'Register, Search and Apply' sessions. Engaging current Apprentices to support the sessions. Please email yvonne@nybep.org.uk
- Apprenticeship website – a central point for many of the apprenticeship vacancies currently on offer. You can search by postcode - [Find an apprenticeship - GOV.UK](#)

You may already have existing links with your local FE Colleges, Universities and training providers. If not, you will be able to find a contact for them through their website.

Jobcentre Plus can provide information on employability skills, apprenticeships and T-levels. Please email wendy.mangan@dwp.gsi.gov.uk

[East Riding Information and Inspiration pages](#)

Evaluate Impact

Young people understand the full range of progression routes, including further and higher education, apprenticeships and other technical qualifications.

Evaluate Impact...

NY Progression for Success

Evaluation activities might include

- Determine how learners feel about their visits to see if they received the information they needed
- Compare the destinations of learners with the visits to organisations
- Survey learners to find out how the visits to providers have influenced their decisions
- Compare student progression data to school strategic plans

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies



Leadership Notes: Personalised Careers Guidance

Plan

- Every pupil should have access to impartial independent and personalised careers guidance
- Pupils should have access to face-to-face guidance in their local community

Implement

National guidance and support

- Compass Evaluation Tool and Tracker careers planning tool ([Compass tool](#))
- CDI commissioning guide: [Careers Guidance in Schools and Colleges: a guide to best practice and commissioning careers guidance services](#)
- CDI Profession Register: [Find a Career Development Professional](#)
- National Careers Service call centre: 0800 100 900 (8am to 10pm, 7 days a week)

Local support and contacts

Jobcentre Plus can provide information on apprenticeships, traineeships and T-levels. Please email wendy.mangan@dwp.gsi.gov.uk

Prospects: Better Careers Guidance project supports schools to improve their Careers Education Information Advice and Guidance.

- Personalised IAG to students 15+
- CEIAG Quality Award and will support tutor CPD
- Employability activities such as digital jobsearch support, CV and application form workshops and mock interviews Contact 01924 371579

North Yorkshire schools can access the Specialist Careers Adviser traded service. This provides specialist careers information, advice and guidance to pupils with Special Educational Needs (SEN). The service assists and supports education providers, students and their families. Our key aim is working alongside the provider to support young people to progress, prosper and maximise their full potential in preparation for adult life.

<https://www.northyorks.gov.uk/send-and-post-16-education-jobs-and-training>

Plan to meet...

The National Careers Strategy

“ 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.²⁹ Guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first.” (pg.25)

Implement...

The Statutory Guidance

Gatsby Benchmarks 3 & 8

3: Addressing the needs of each pupil

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.

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.

NY Progression for Success

Monitoring activities might include

- Check to ensure external provider has maintained their position on the register of practitioners
- Count how many learners have had interviews with a career guidance practitioner
- Check to ensure that there is a process in place to keep a systematic record on individual pupils’ experiences of career and enterprise activity.
- Check whether pupils are able to access an up to date record of their careers and enterprise experiences.



Evaluate Impact

- ✓ Young people make well informed choices leading to sustained progression
- ✓ There is less early drop out from provision and fewer numbers of young people who are NEET

Evaluate Impact...

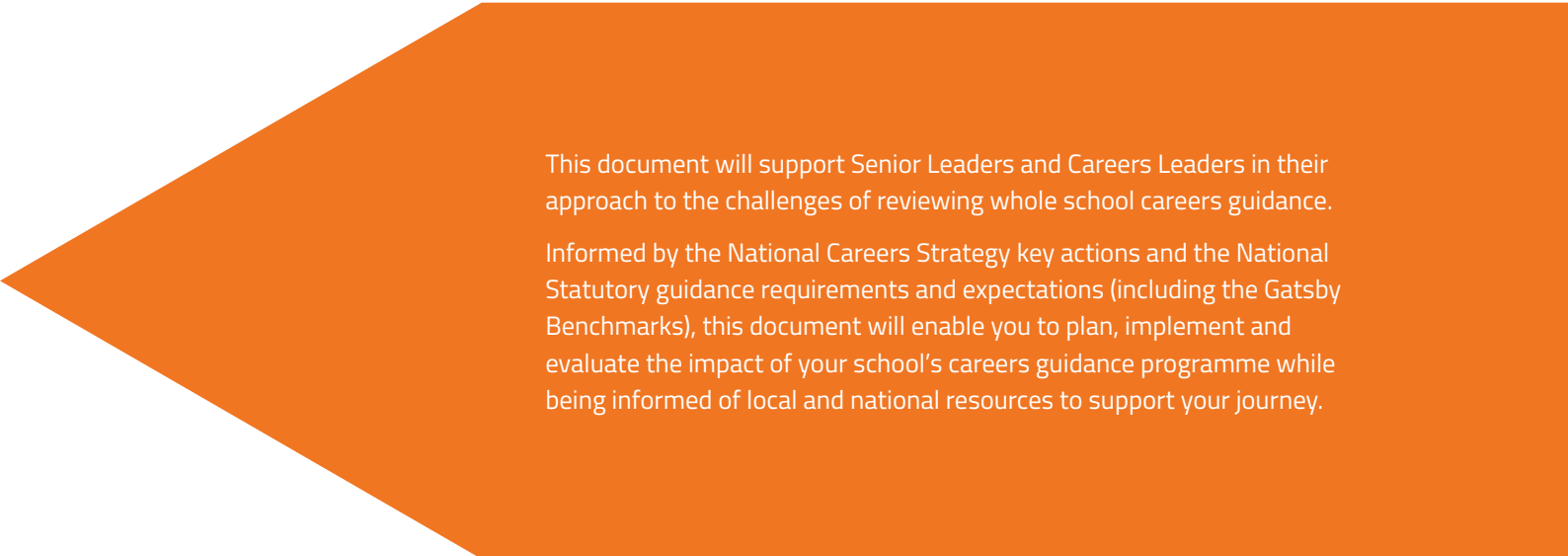
NY Progression for Success

Evaluation activities might include

- Survey students to determine how they rate the careers interview which they have had
- Survey the career guidance staff to determine how prepared young people are to receive career guidance
- Survey all school staff to determine their career guidance training needs
- Review the impact of CPD activities

Reference: Ofsted Guidance for school inspection www.gov.uk/education/inspection-of-maintained-schools-and-academies





This document will support Senior Leaders and Careers Leaders in their approach to the challenges of reviewing whole school careers guidance. Informed by the National Careers Strategy key actions and the National Statutory guidance requirements and expectations (including the Gatsby Benchmarks), this document will enable you to plan, implement and evaluate the impact of your school's careers guidance programme while being informed of local and national resources to support your journey.



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