

# The Careers and Enterprise Company

February 2022



# Who are we?

We are the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education.

Watch and listen to this video from our [CEO Oli de Botton](#).

Our mission:

**To help every young  
person find their best  
next step**

# Our Vision

## What we know about the world young people operate in:

- A best next step is not the same for every young person
- Young people face uncertainty and opportunity – now more than ever
- Difficulties are not evenly spread

**That's why our vision is to make high quality, 21<sup>st</sup> century careers education a reality for everyone, everywhere.**



**What do young people need  
to be work ready?**

# What does it mean to prepare students for the world of work?

## 1. Changing Labour Market

- Local and national
- Growth sectors
- Skills gaps

## 2. Transferable skills

- Subject links
- Extra-curricular opportunity
- Opportunities for all

## 3. Ability to plan for the unplanned – to create your own opportunity

- Social mobility
- Parental engagement

# What does good look like?

World-class careers education follows the eight Gatsby Benchmarks of good careers guidance.

At its best careers is an essential part of a young person's secondary education, beginning early and continuing throughout school life.

Real world learning, knowledge, inspiration and advice is gained through multiple employer and workplace engagements, exposure to further and higher education, as well as through the curriculum and in 121 personal guidance.





**Careers education should...**

**...be embedded in the curriculum**

# Careers in the Curriculum modelling tool

Supporting Careers  
Leaders with planning  
and implementing  
approaches to  
embed careers in  
the curriculum

## What's included?



- ✓ Audit Tools
- ✓ Guidance on Implementing the different approaches
- ✓ Checklists to support Careers Leaders in implementing each approach
- ✓ Resources to support staff CPD an introduce the different models

[Link](#)



# Careers education should... ...be embedded

- Is a clear strategy on careers provision communicated and embedded across the school?
- What evidence is there that Heads of Department are engaged with the school's careers strategy?
- How are curriculum teachers supported to promote the full range of progression routes from their subject?



**Careers education should....**

**...build on previous learning**

Vision Statement	Contact: Email: Telephone:
Milestones and Learning Outcomes	Key Events and Experiences

Year 11

Year 11

Year 10

Year 10

Year 9

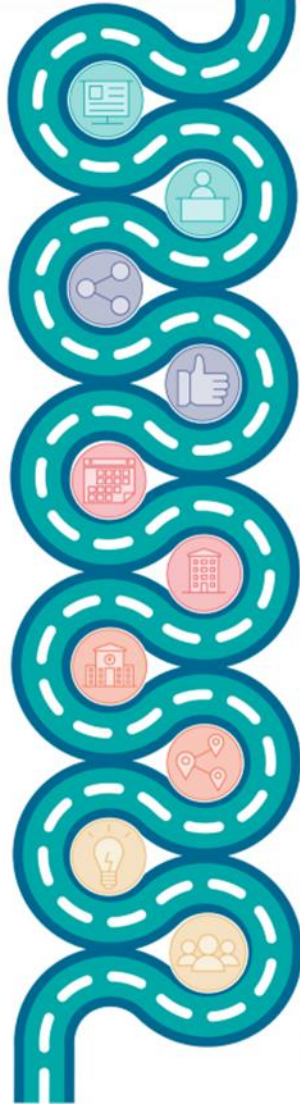
Year 9

Year 8

Year 8

Year 7

Year 7



Inspiring and preparing young people for the world of work.



[Link to Programme Overview templates](#)

# Careers education should... ...build on previous learning

- Is the careers provision sequential, meeting the changing needs of the students as they progress through school?
- How do we know?



**Careers education should....**

**...involve parents**



TALKING

FUTURES

Four in five parents note actions taken as a result of conversations with their child about career options

Conversations with children



What was the result of the last conversation you had with your child about their career options?  
Base: 1,949



[Link](#)

# Careers education should... ...involve parents

- How are we ensuring that parents are kept informed and engaged?
- Do we regularly collect feedback from students, parents, staff and employers? How is this acted upon?
- Is the support offered to students and parents at key points in their education meeting their need? For example, at transition points or when making option choices.



**Careers education should....**

**...involve employers and providers**

THE CAREERS & ENTERPRISE COMPANY Resource Directory

[Link](#)



# Careers education should...

## ...involve employers and providers

- What evidence is there that all students engage meaningfully with further and higher education, apprenticeship providers, technical and vocational pathways?
- Do all students visit a workplace and have employers involved in lessons?
- How well are these visits embedded in the curriculum and meeting the needs of our students?
- Do all students have an opportunity to visit Further and Higher Education Institutions?



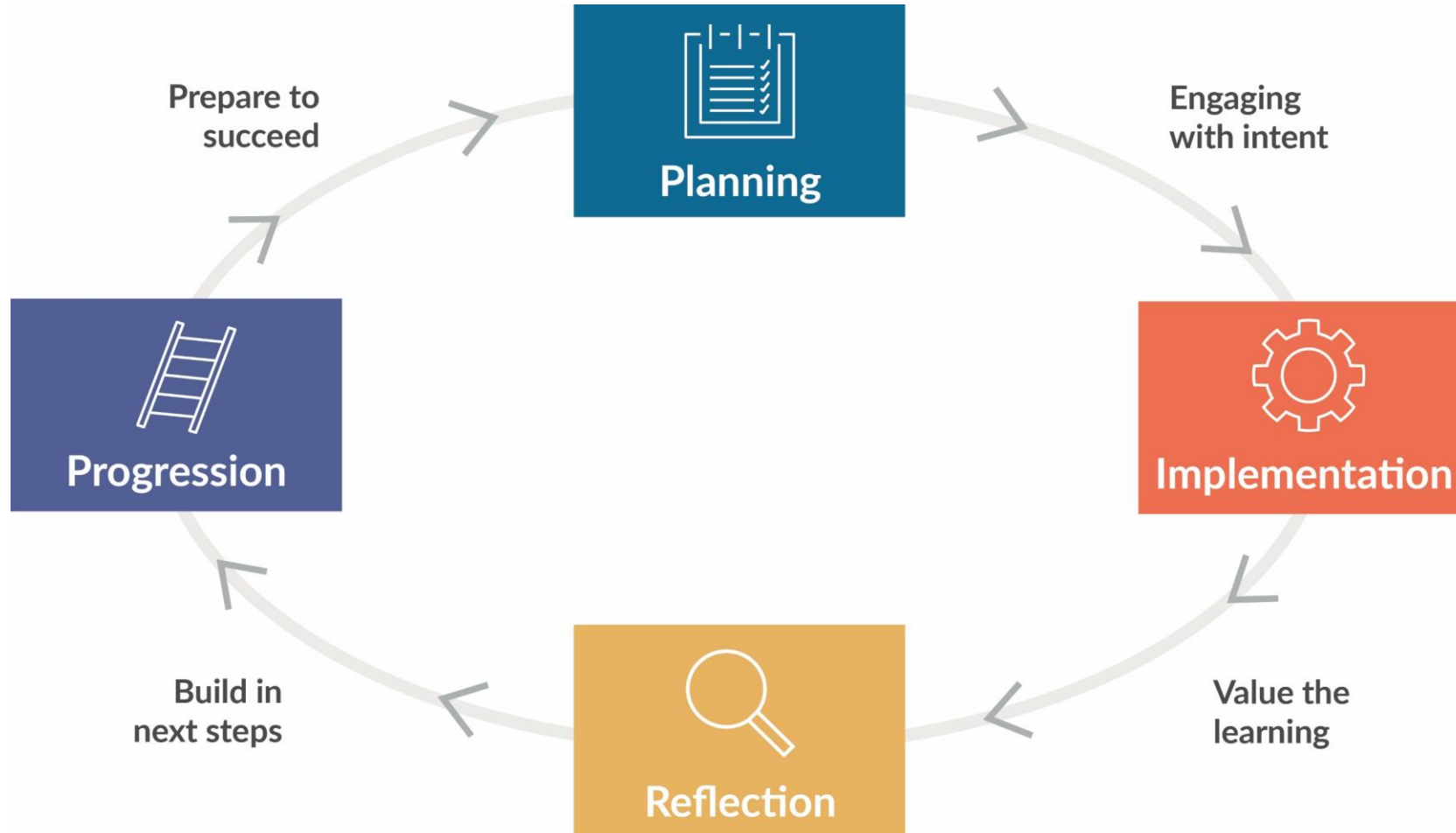


**Careers education should....**

**...be meaningful**

# Making it meaningful

**A continuous cycle to ensure improved outcomes and impact of careers encounters**



[Link](#)

# Careers education should... ...be meaningful

- What evidence is there, that every pupil has a meaningful encounter with an employer every year?
- How does the school know the encounter was meaningful?
- What do you determine if an encounter is meaningful?



Careers education should....

...be right for your learners

# Consider Intent and Impact



## Is your institution's careers plan predicated on what is right for your learners?

Why is your institution's careers programme designed the way that it is?

Consider:

- Quality of offer / rationale of strategy and plans
- How do you roll-out your offer in a way that supports your cohorts and their specific nuances?
- The beneficial impact to your learners



## How does your institution's careers plan meet the personal development needs of your learners?

Do enrichment activities contribute to the careers programme and wider personal development of learners?

What is the benefit to learners of the range of encounters, activities and experiences?

How do you know the impact your work is having?



# Careers education should... ...be right for your learners

- Is the careers programme meeting the needs of our students?
- What evidence is there for this?
- Is the school using LMI to inform decision making and promote progression?
- Do we know the specific needs of the new cohort joining us in September?
- Will we need to adapt the provision to take account of this?

[Register for webinar on transition from Primary into Secondary](#)



**Careers education should....**

**...be making a difference**

## What is impact evaluation and why do it?

- To improve the effectiveness of career programmes
- To demonstrate the value of careers provision for student outcomes
- To inform continuous improvement of careers provision

[Link](#)

## Careers Leader Impact Evaluation Toolkit



# Careers education should... ...be making a difference

- Is there a plan in place to collect, analyse and improve destinations data, including sustained destinations)?
- How effectively is this data being used to adapt future provision?
- Have you considered how careers education could be used to support disengaged students?

# Questions for you as a Governor:

- Does the governing body have strategic oversight of careers?
- Do you have a Careers Link Governor?
- Is the Governing Body fully aware of the careers programme that is offered in school, how it is delivered and evaluated?
- Is careers discussed at Governing Body meetings and recorded?
- Does the Careers Leader report in a full Governing Body meeting?
- Do you know how the school is performing in relation to the Gatsby Benchmarks?
- Are you aware of how the curriculum promotes progression to further education, training, apprenticeships and employment?
- Do governors attend careers events at school?



# What other questions could you ask?

- Where does careers education feature in the School Development/Improvement Plan?
- How do we know the careers support the school offers is progressive and effective?
- Is there a robust action plan in place to address any areas of weakness against the Gatsby Benchmarks?

What is the governor role in providing an effective careers programme?

# Thank you

Questions or Feedback?