

# Principles of effective careers provision

Marie Jobson

June 2024



# Session Aims

- To understand principles of effective careers provision as a driver for improvement
- To reflect on current practice in your school, special school or college and to explore elevation of practice
- To understand how to undertake an internal leadership review (available September 2024)

# Education engagement at scale

**92%**

Schools in  
Hubs

**3,450**

CLs completed  
training

**222**

New starts  
this year

**5.7**

Average  
Benchmarks

**3,600**

Using  
Compass+

**80 Multi Academy Trusts with 873,300 learners**

in Trust Community of Improvement

**256**

in Provider  
Community of  
Improvement

**130**

ITPs in  
Community of  
Improvement

**6500+**

CLs & careers  
professionals  
receiving comms

**96%**

Participants believe  
CEC impact system  
improves practice

**Coverage**



**Quality**

**Outreach**



**Intake**

**Interest**



**Uptake**

**Margins**



**Mainstream**

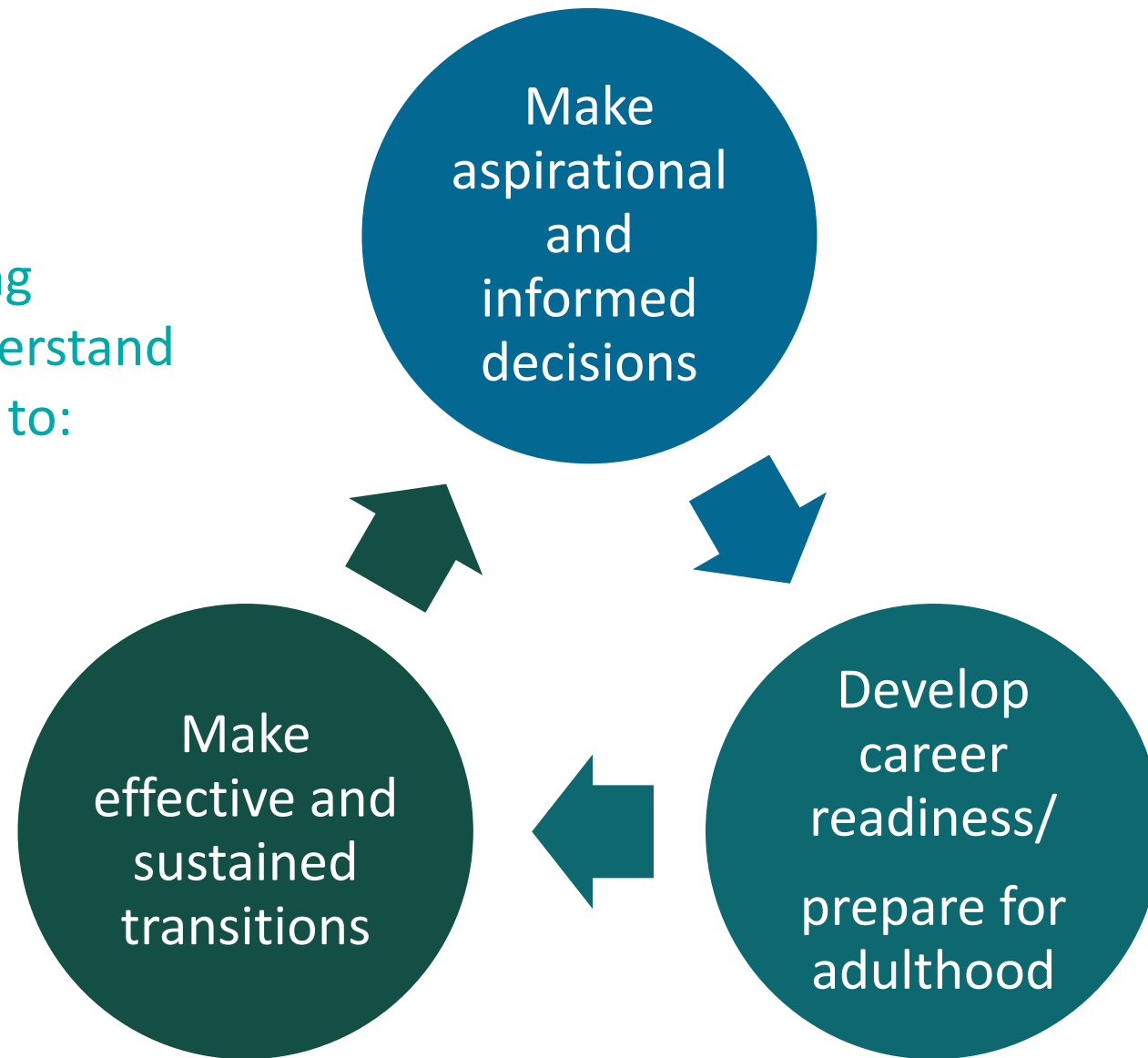
**Most**



**All**

## What is careers?

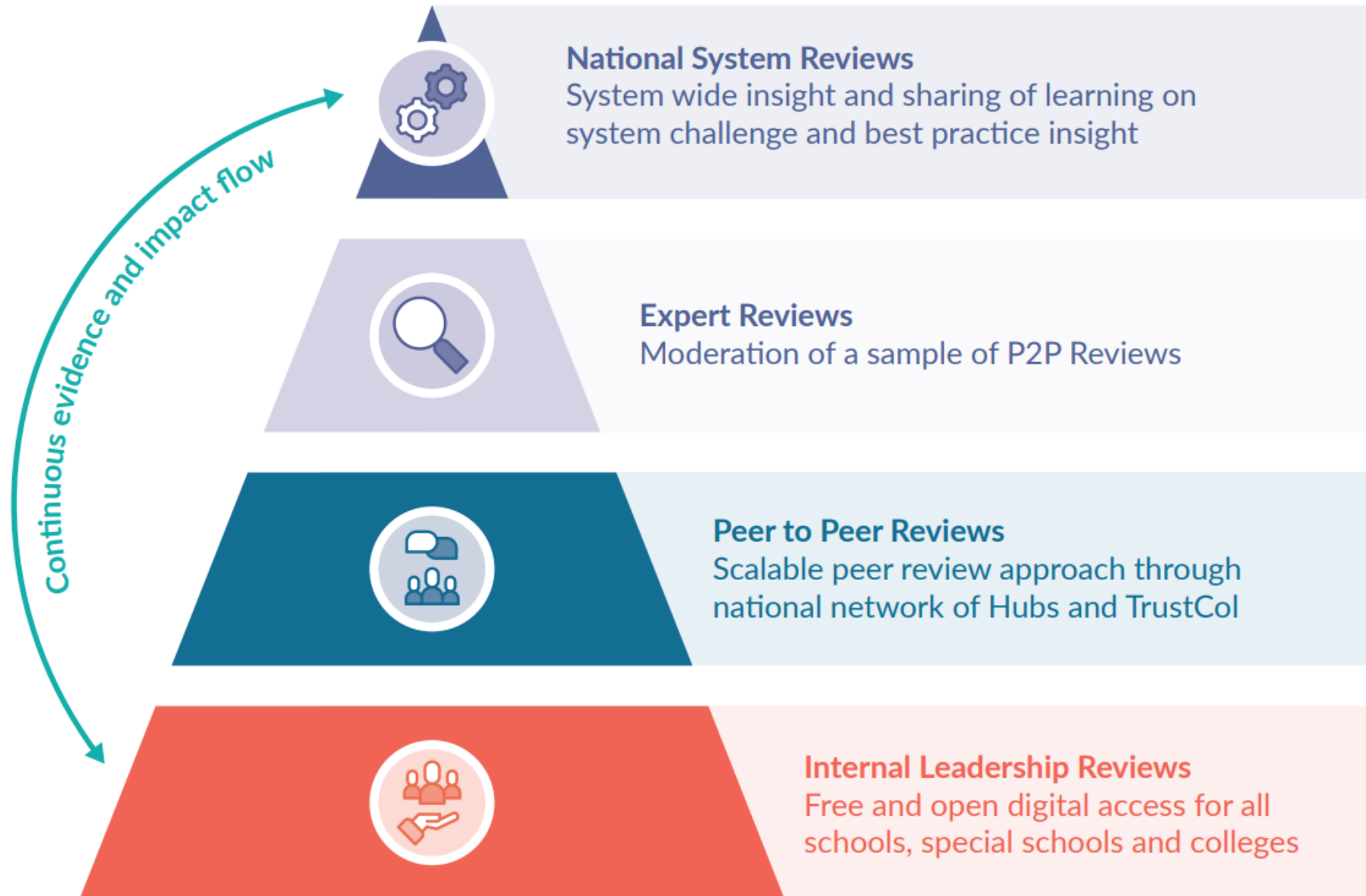
Careers is everything young people need to know, understand and be able to do in order to:



**How to  
position careers  
as a driver  
for improvement  
across  
your institution**

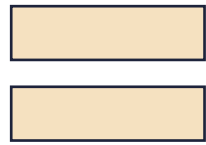
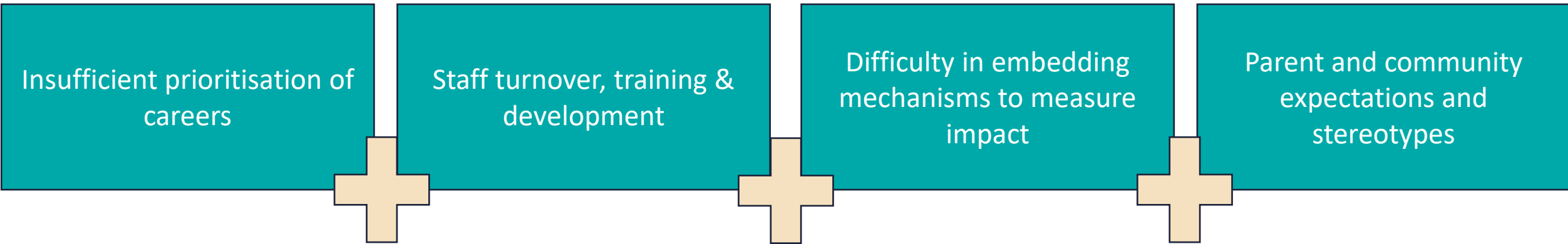


Standardised **continuous**  
**improvement** and **quality**  
**assurance** of careers  
across the system





# Understanding the challenges



Careers **not** being seen as a driver for wider improvement

Where careers is **not** seen as a driver for wider improvement



Careers **not** strategically planned nor sustainable

Careers provision **not** evidence informed, responsive to learner need or impact driven

Parental engagement **not** evidence or impact driven



Insufficient prioritisation of careers

Limited time for careers guidance

Staff turnover and training & development

Limited resourcing of careers

Difficulties in embedding mechanisms to measure impact

Challenges with collection and effective use of data

Parent & community expectations and stereotypes

Ineffective parental engagement

## Where there is:

- Sufficient prioritisation of careers
- Time for strategically planned careers guidance
- Investment in resourcing of careers
- Embedding mechanisms to measure impact is supported
- Collection and effective use of data is enabled and collectively owned
- Parent & community involvement in careers due to holistic positioning
- Recruitment and retention is addressed via training & development opportunities for Careers Leaders and teachers

## This happens:

Careers **IS** strategically planned and IS sustainable

Careers **IS** evidence informed, responsive to learner need or impact driven

Parental engagement **IS** evidence informed and impact driven

Careers is seen as a driver for wider improvement

## We have learned that the following are the 5 conditions for success:

- Leaders' Vision
- Strategic careers planning
- Distributed leadership of careers
- Student Career Learning Journeys with planned, progressive and responsive learning outcomes
- Impact Evaluation

# Conditions for Success:

## Careers Leadership as a driver for school, special school and college improvement

Clear **vision** from leaders with definition of intended impact and identification of relevant success criteria shared with SLT and governance

**Strategic approach to planning** of careers provision with clearly articulated vision and priorities (link to overall development planning)

Intentionally planned **student career learning journeys** that are responsive to need and that include clear measurable milestones

Allocating relevant resource and **distributed leadership of careers** (inc SLT)

**Impact evaluation** with robust and regular monitoring (by SLT and governance) and celebration of success



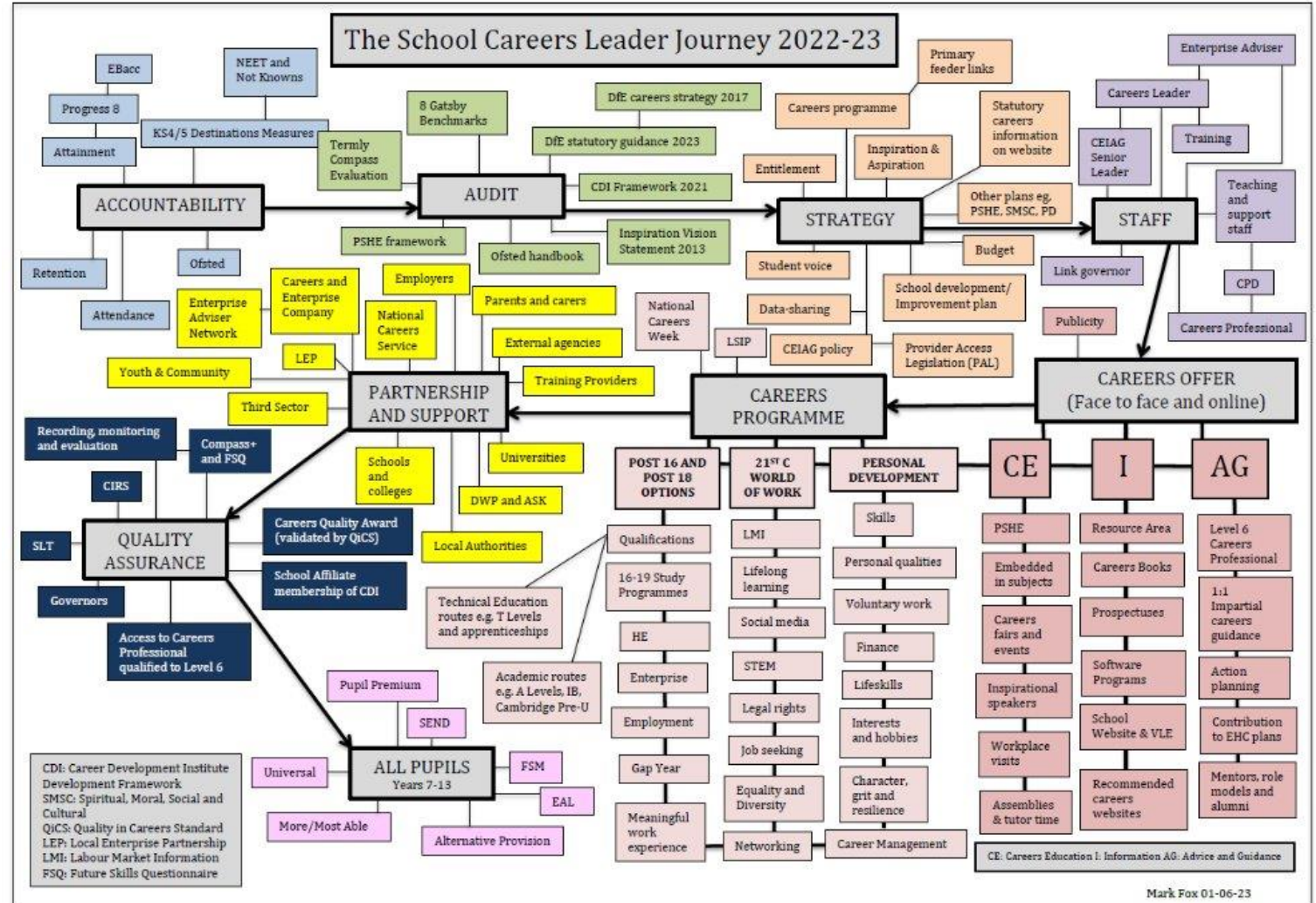
---

# Careers Leadership

# The Role of Careers Leader

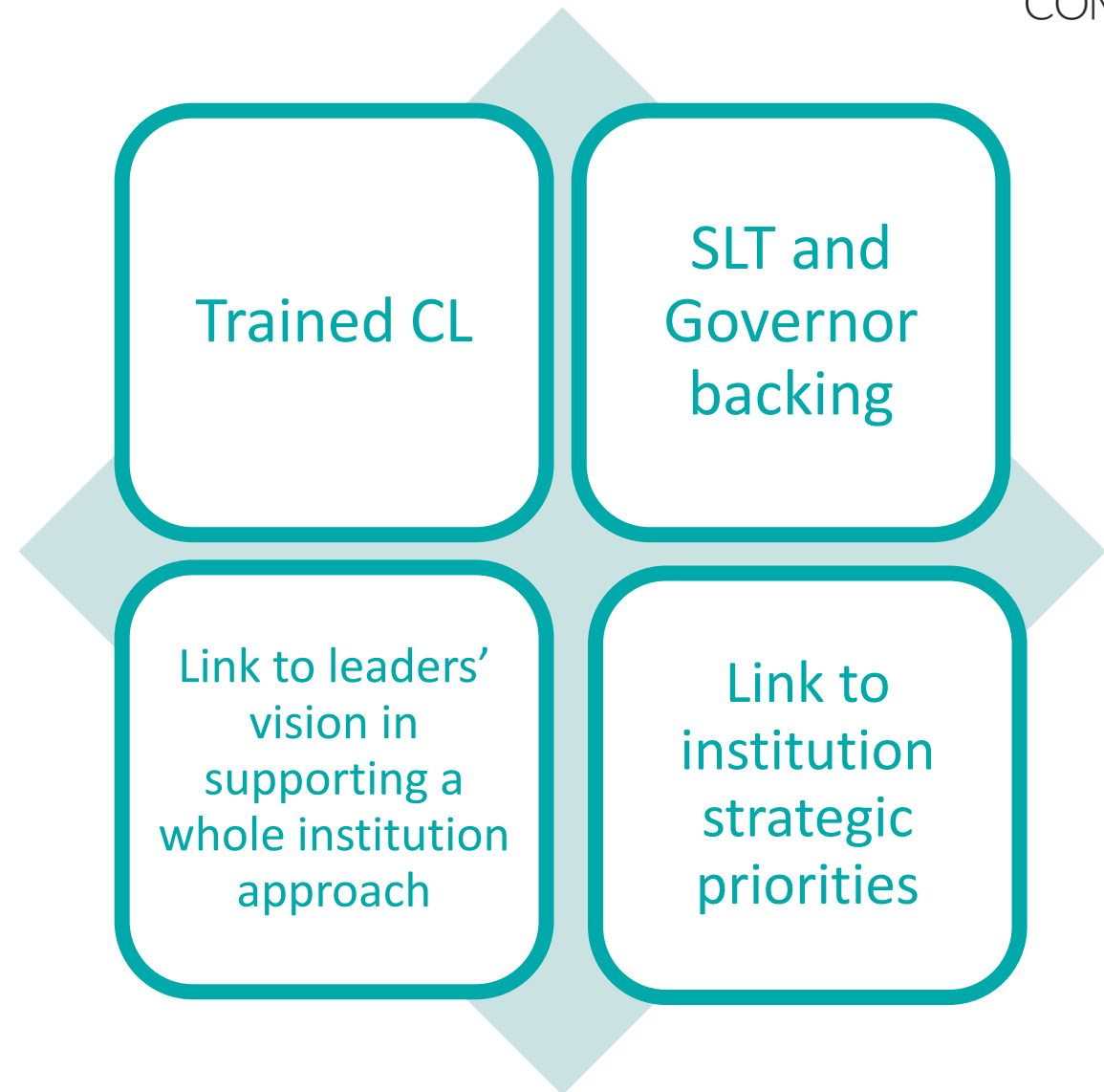
Careers Leaders develop the strategic careers development plan and plans student careers learning journeys

This does not mean that a Careers Leader should be delivering all of it themselves.



## Distributed leadership of careers

- Allocating relevant resource and distributed leadership of careers (inc SLT)



# Careers Leadership

Common features in mature institutions:

- Completion of Careers Leader Training for staff new to role and more experienced colleagues
- Careers Leader considered as expert
- Careers Leader fully integrated into wider school improvement discussions
- Explicit identification of careers leadership roles and responsibilities across a range of colleagues (senior and middle leaders)



# Reflection Tasks

# Careers Leadership: Reflection activity

<p>1.1 Careers leadership and distributed leadership of careers</p>	<p>There is a named Careers Leader.</p>	<p>There is a named Careers Leader who has completed – or is in the process of completing – appropriate Career Leader training. Their role is clear within the staffing structure, and they have sufficient time to fulfil their responsibilities.</p>	<p>Leadership of careers includes a trained Careers Leader with line management at senior leadership level.</p> <p>Additionally, there is sufficient capacity and resources to deliver a strategic careers development plan.</p>	<p>Careers leadership is supported with specific training and is embedded across the staffing structure and within school or special school development planning.</p> <p>Systems and processes support a shared responsibility for delivery of careers across the school or special school, enabled by clearly defined roles and responsibilities.</p>
---	---	--	--	--

## Careers Leadership: Discussion activity

What is the approach to careers leadership in your school, special school or college?

- Notice the range of approaches that institutions take
- What is the impact of different approaches?





---

# Leaders' Vision



## Leaders' Vision: Reflection activity

### 1.2 Leaders' vision and intent for careers

There is a school or special school vision that refers to preparing learners for their future.

The school or special school vision includes specific reference to preparing learners for their future. There may be a related vision specifically for careers.

The vision, intent and priorities for the development of the careers provision are shared with the senior leadership team, governors and staff.

The vision(s) informs the priorities for the development of the careers provision as well as relevant sections of the whole school or special school development plan.

Senior leaders, governors and staff understand the vision, intent and priorities for the development of the careers provision.

The vision(s) shapes the priorities for the development of the careers provision and informs all relevant areas of the school or special school development plan. Senior leaders, governors and staff understand and are accountable for achieving the vision, intent, and priorities of the careers provision, in alignment with wider school or special school priorities.

# Leaders' Vision: Discussion activity

What is your vision for students as leavers of your school, special school or college?

- How would leaders or governors answer this question?
- How would staff and parents/carers answer this question?
  - Notice the scope of the answer – is the vision to prepare them for their next step or for lifelong success?
  - How do you know that careers provision delivers on this vision?
  - What difference does it make when there is a clear and shared vision across an institution?



---

# Planning for strategic improvement



# Planning for strategic improvement

Common features in mature institutions :

- Deliberately structures pathway towards achieving leaders' vision, ambition and intent for careers
- Builds on the institution's current state, informed by a range of data and information
- Sets clear strategic objectives/goals which are student-centred and measurable
- Underpinned by an action plan detailing timeframes, responsibilities and evaluation plans

# Planning for strategic improvement: Reflection activity

<p><b>1.3 Strategic careers planning</b></p>	<p>There is a careers development plan.</p>	<p>There is a strategic careers development plan that includes priorities for the continuous improvement of the careers provision and includes careers roles and responsibilities.</p>	<p>There is a strategic careers development plan that includes priorities for the development of careers provision aligned to the school or special school vision and development priorities.</p> <p>Careers is also featured in the whole school or special school development plan.</p>	<p>There is a strategic careers development plan that is regularly monitored by the senior leadership team and governors that includes priorities aligned to school or special school development priorities.</p> <p>The school or special school development plan features careers within key development priorities as a driver for change.</p>
<p><b>1.4 Strategic leadership of careers</b></p>	<p>Careers is discussed with the senior leadership team on an ad hoc basis.</p>	<p>Oversight of careers is led by a member of the senior leadership team, with clear line management of the named Careers Leader and other staff with careers responsibilities.</p>	<p>Oversight of careers is led by a member of the senior leadership team. Progress of the strategic careers development plan features regularly in the senior leadership team planning and reporting.</p>	<p>Strategic careers planning and impact evaluation is led by a member of the senior leadership team and is embedded within most areas of the whole school or special school development planning, impact evaluation and reporting.</p>

# Strategic Planning: Discussion activity

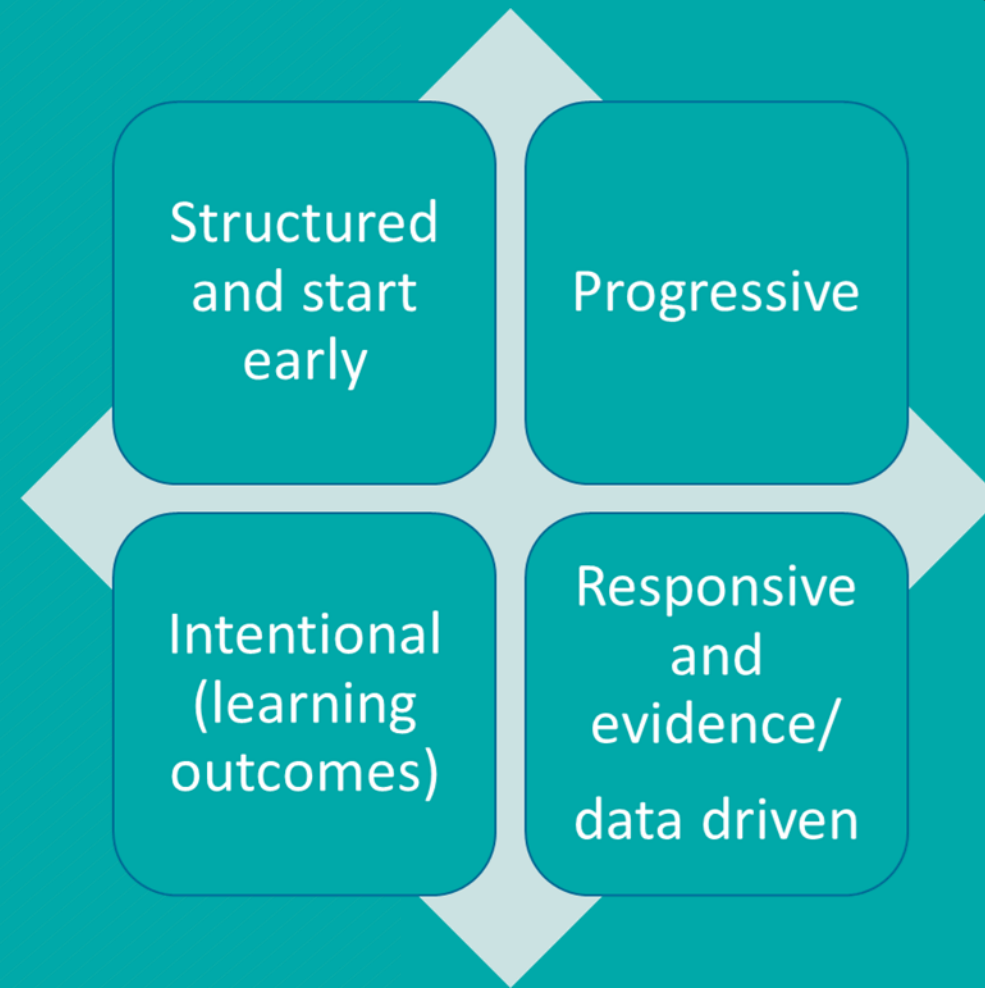
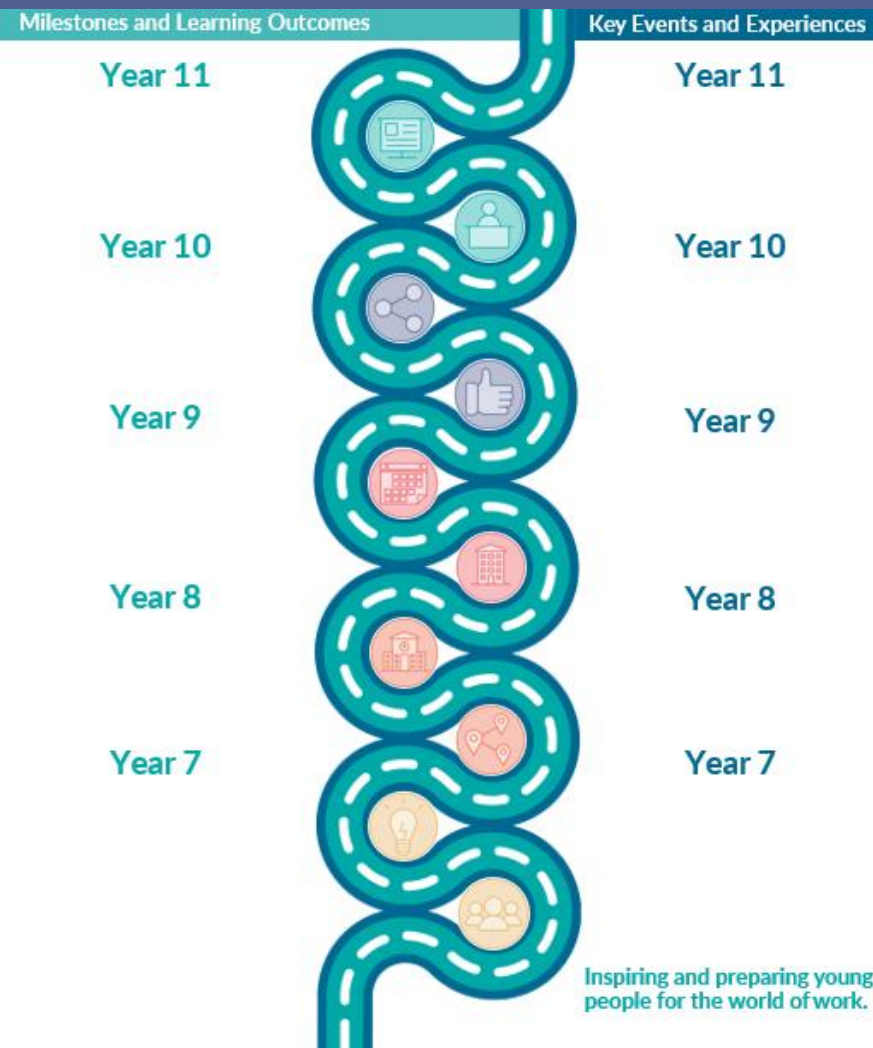
- What is the approach to strategic planning for careers in your school, special school or college?
- How are your strategic priorities agreed?
- Who monitors the progress towards your strategic priorities
- How do these strategic priorities feature in whole school, special school or college development and improvement planning?
- Is there an action plan with clear roles/ responsibilities to deliver the strategic priorities?



---

# Student Careers Learning Journeys

# Career Learning Journey



# Student career learning journeys

- Supporting each and every student to make aspirational and informed decisions, make effective transitions and be “careers ready”

Common features in mature institutions:

- Illustrates the implementation of leaders’ vision, ambition and intent for careers
- Informed by diagnosis of actual need, underpinned by ambitious and measurable careers related learning outcomes
- Progressive and differentiated – building explicit knowledge, skills and behaviours
- Intentionally addresses the needs of all pupils through planned careers learning, encounters with employers and providers, experiences of the workplace and personal guidance

# Student Career Learning Journeys: Reflection activity

<p>2.1 Development of progressive careers learning journeys</p>	<p>The careers provision includes activity that contributes to supporting learners to:</p> <ul style="list-style-type: none"><li>• make aspirational and informed decisions</li><li>• make effective and sustained transitions</li><li>• develop career readiness.</li></ul>	<p>A documented careers learning journey is shared and understood. It includes progressive careers learning and activities that support learners to:</p> <ul style="list-style-type: none"><li>• make aspirational and informed decisions</li><li>• make effective and sustained transitions</li><li>• develop career readiness.</li></ul>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that show measurable intent for learners as leavers. Progressive careers-related learning outcomes inform discrete careers-related learning, encounters with employers and providers, workplace experiences and personal guidance.</p>	<p>Progressive, responsive and differentiated careers learning journeys that are underpinned by relevant progressive careers-related learning outcomes, are informed by impact evaluation, the school or special school vision and priorities, and learner needs assessments.</p>
---	--	--	---	---

## Student Career Learning Journeys

### Discussion activity:

**Why is it important to intentionally plan a student careers learning journey?**

**What do student career learning journeys look like across your school, special school or college?**

- What are the implications for learners where this is not yet in place





---

# Impact evaluation



# Impact evaluation: Reflection activity

<p><b>2.4</b> <b>Careers impact evaluation: Destinations data</b></p>	<p>Destinations data is collected to inform evaluation of the careers provision.</p>	<p>Destinations data (including intended and actual destinations) is collected, analysed and reported on according to specific success criteria intent . This could include outcomes for specific cohorts, breadth of destinations, aspiration, alignment to labour market, NEET S, etc.</p>	<p>Destinations data (including intended and actual destinations) is systematically collected and analysed to specific success criteria by the senior leadership team to inform evaluation, reporting and continuous improvement of the careers provision.</p>	<p>Sustained destinations data is systematically collected and analysed to specific success criteria by the senior leadership team to inform impact evaluation/strategic planning of careers and whole school or special school strategic development planning, impact evaluation and reporting.</p>
---	--	--	--	--

# Impact Evaluation

Common features in mature institutions :

- Sets clear strategic objectives/goals which are student-centred and measurable
- Broad range of relevant stakeholders and use of feedback and data not only formatively, to improve their provision, but also to gauge its outcomes and impact
- Collection and use of intended and actual destinations data in careers provision and its evaluation
- Systematic assessment of learners' career readiness, by e.g. using Future Skills Questionnaires, etc.

## Planning for impact evaluation

### Discussion activity:

## What data do you consider within impact evaluation?

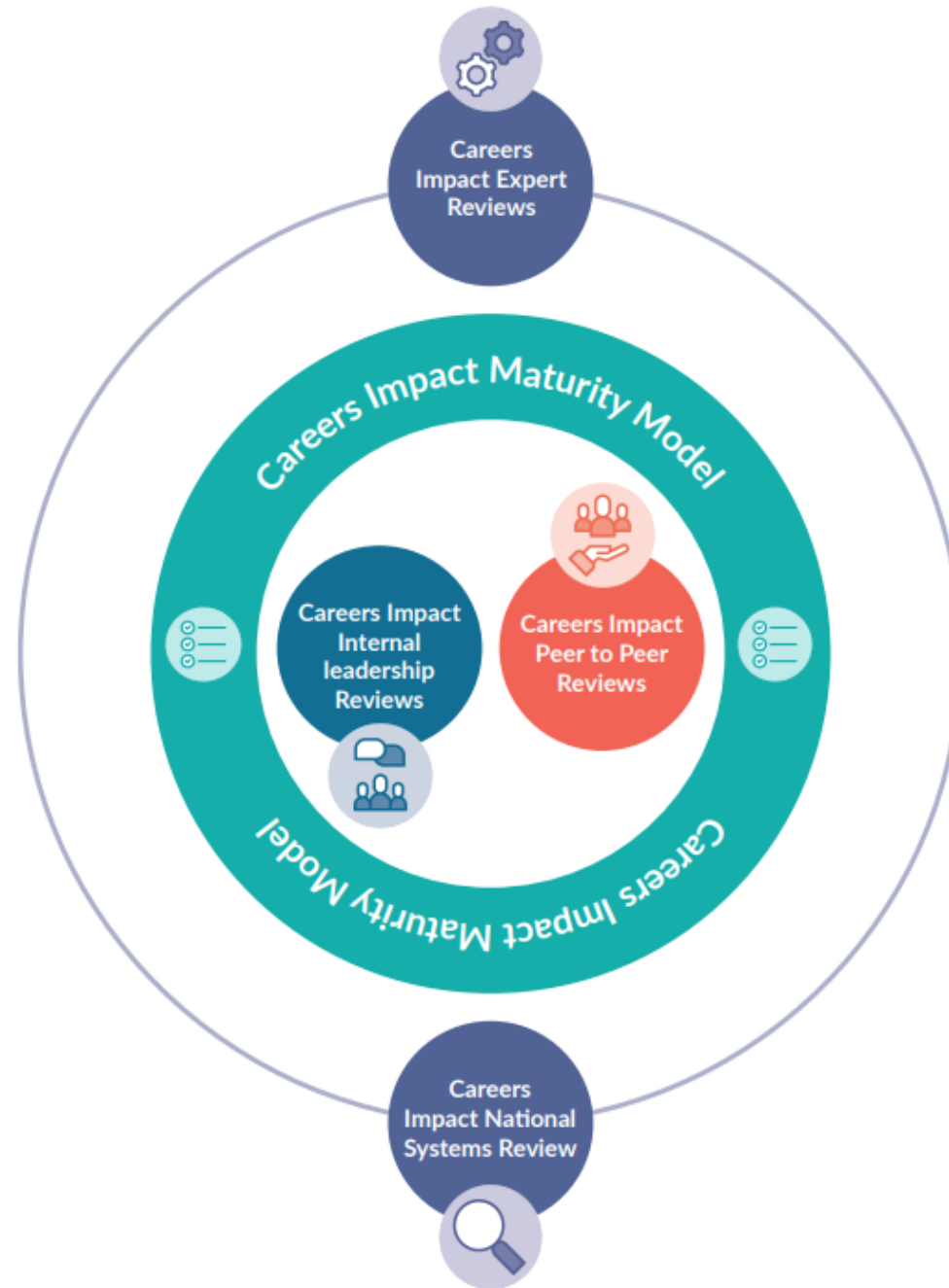
- How do you know careers provision is effective across your school, special school or college?
- How aligned is your data and success reporting to your overall vision and strategic priorities



---

# Next Steps

# Careers Impact System



# Internal leadership reviews



## Convene

All those involved in the distributed leadership of careers should be involved in the review process

## Agree

The review involves colleagues reflecting on which statements in the Maturity Model best describe the practice their institution

## Record

The digital feature allows you to record the responses collaboratively agreed during your institution's review. You will have access to a summary of your institution's insights, showing a snapshot of indicated areas of strengths and priority action areas

## Act

Work with your EC to maximise the value of signposting to support and resources for each theme area to drive continuous improvement of careers leadership and careers provision

# CPD Offer

## Education Leaders

Online Learning Modules for Education Leaders and Governors  
[Introduction to Careers](#)

Support Careers Leader to access funded training and further CPD, including for the wider workforce.

## Careers Leaders

Online Learning Module  
[Careers Leader Induction](#)  
(2-4 Hours)

Fully funded Careers Leader Training  
(2-5 days)

Non-accredited and accredited routes for all (up to L7)

Whole institution improvement course for Senior Leaders

Enhanced top-up training for those with some training prior to 2020

F5Q & Compass+ Online Modules

On-going CPD  
[Parental Engagement Modules](#)  
[Termly Compass+ Webinars](#)



THE CAREERS & ENTERPRISE COMPANY

For support on accessing any training or CPD visit our [HelpDesk](#)



## Wider Education Workforce

Online Learning Modules

[Teacher Part 1: Understanding Career Pathways](#)

[Teachers Part 2: Careers in the Curriculum Awareness](#)

[SENCO – Understanding Pathways and Career Opportunities](#)

[Careers Conversations](#)

[Teacher Encounters](#)