

The NCW guide to

Careers in schools for Governors

National Careers Week

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EMPOWERING POSITIVE CHANGE THROUGH CAREERS EDUCATION.



What Governors need to know

It is your business.

The Governors of any school, college or academy are legally responsible for, amongst many other things, ensuring that the organisation carries out its duties with regard to delivering Careers Education, Information, Advice and Guidance (CEIAG) to all pupils from the age of 11-19.

There are 9 separate mentions of Governors in the Careers Guidance And Access For Education And Training Providers document published in October 2018 and a further 8 mentions of responsibilities for CEIAG in the Governance Handbook. These boil down to 3 things you **MUST** do and 4 things you **SHOULD** do.

Firstly the Musts

- 1. "The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published." (strategy p10)
- 2. "All maintained schools must secure access to independent careers guidance for pupils in years 8-13. Many academies are subject to the same duty through their funding agreements." (Governance Handbook p63)
- 3. "Boards subject to this duty must have regard to the careers statutory guidance to ensure that high-quality careers advice and guidance is provided to pupils. Boards should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements." (Governance Handbook p 63)
- 4. As of September 2018 schools have a legal requirement to publish their careers programme on their website



Now the Shoulds

- 1. The role of governors is to "provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements" (strategy p10)
- 2. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. (strategy p10) "Boards are encouraged to have a nominated individual who is responsible for overseeing careers advice." (Governance Handbook p 64)
- 3. "The Careers Leader may be a teaching or non-teaching member of staff but should have influence across the school and buy-in from the Governors and Senior Leadership team... Schools should also publish details of their careers programme so that it is known and understood by pupils, parents/carers, teachers, governors and employers." (Strategy p 13)
- 4. "Boards should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can broker relationships between employers and the school." (Governance Handbook p 64)
- 5. It is good practice for governors to acquaint themselves with the Compass tool, the current position of the school's assessment and to monitor progress as and when it is repeated



Requirements in more detail

1. "The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published." (strategy p10)

This refers to the school's legal obligations under Section 42B of the Education Act 1997. It simply is a method of ensuring training providers, UTCs, colleges and H/FE providers can have access to ALL pupils to tell them about their offer. It is expected that ALL advice delivered to pupils is "impartial and in the best interests of the pupils to whom it is given" This has been a problem in some schools, thus it's now enshrined in law. There is an example policy on pages 28/29 of the Statutory Guidance. The policy should be easily accessible on the schools' website.



- 2 a. "All maintained schools must secure access to independent careers guidance for pupils in years 8-13. Many academies are subject to the same duty through their funding agreements." (Governance Handbook p63)
- b. "Boards subject to this duty must have regard to the careers statutory guidance to ensure that high-quality careers advice and guidance is provided to pupils. Boards should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements." (Governance Handbook p 63)

This links to the clarification in the statutory guidance on page 10 which reads:-

The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Schools are 'encouraged' in the Statutory Guidance to use professional careers advisers who are on The Career Development Institutes's register as they are bound by a code of ethics to ensure that information given complies with the requirement above. Membership of the register is restricted to those who have post graduate level qualification in

either careers advice, coaching or education. Details of the register can be found here: www.thecdi.net/Professional-Register

The Gatsby Benchmarks require that every pupil should have at least one interview by the age of 16, and the opportunity for a further interview by the age of 18. In practice budget restraints may mean this is impossible to provide on a one to one basis as some pupils may need little guidance and others a great deal. One method of dealing with this conundrum is to monitor pupils interests and need for support via the pastoral system and instigate a streaming method suited to the schools needs to one of the following based on need. It should be noted that this has a workload implication for the tutors/pastoral staff and the careers leader.

- a group advice session, say for 3-4 pupils who are interested in the same areas
- a single one to one interview
- multiple one to one interviews

What Governors should be doing

1. The role of governors is to:

“provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school’s legal requirements”

(strategy p10)

To do this, it’s important that your board understands the strategy for careers education. Well done, you’re reading this which will undoubtedly help – You may also want to look at the Careers Ed in Schools booklet which is downloadable from the National Careers Week website and ensure that your schools’ SLT are familiar with it also.

2. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. (strategy p10)

“Boards are encouraged to have a nominated individual who is responsible for overseeing careers advice.”

(Governance Handbook p 64)

If possible a link governor should be a local businessperson who is keen to help the school make connections with other local business’ as well as their own. Their main role is to support the schools’ Careers Leader make and nourish connections in the community.

They can be inventive and flexible by personalising the support in a way that fits their expertise and also the time they have available. For example, some link governors will feel happy to help by supporting business breakfasts and networking events, others may well wish to support by fund raising or other tasks.

3. “The Careers Leader may be a teaching or non-teaching member of staff but should have influence across the school and buy-in from the Governors and Senior Leadership team... Schools should also publish details of their careers programme so that it is known and understood by pupils, parents/carers, teachers, governors and employers.”

(Strategy p15)

The Careers Leader is a new post which though technically is a should but in effect is a must. The publication of the access policy as mentioned in must number one requires the school to have a named careers leader.

The Careers Leader is an important role as well as being a

very large role. It demands somebody with enough clout to bring about change in ethos and practise as well as requiring a post holder who subscribes to belief in the worth of CEIAG. Many schools are struggling with defining the post. The Career Development Institute, which is the professional body for Careers Advisers & Educators has very helpfully published a couple of example job descriptions which should help schools in shaping the scope of the post. Links to this resource can be found www.thecdi.net/2018-Careers-Strategy-and-Related-Resources Training is important for people who fill this role, the Government has funded places on training courses for more than 500 schools and you can express interest by contacting the Careers & Enterprise Company(CEC)

www.careersandenterprise.co.uk/schools-colleges/careers-leaders

4. “Boards should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can broker relationships between employers and the school.”

(Governance Handbook p 64)

The Government have as part of the Careers Strategy funded the CEC to facilitate a network of volunteer Enterprise Advisers who work under the eye of paid Enterprise Coordinators who work within the Local Enterprise Partnerships (LEPs). In some 20 areas there are Careers Hubs which act as centres for good practice.

You can find your local Enterprise Adviser via the CEC. www.careersandenterprise.co.uk/about-us/our-network

The Gatsby Benchmarks

We can't conclude this booklet without mentioning the Gatsby Benchmarks. The Careers Strategy has stated that all schools should be working towards achieving all 8 of the benchmarks by September 2020.

They are:-



1.
A stable careers programme



2.
Learning from career and labour market information



3.
Addressing the needs of each pupil



4.
Linking curriculum learning to careers



5.
Encounters with employers and employees



6.
Experiences of workplaces



7.
Encounters with further and higher education



8.
Personal guidance

Further clarification and information on them can be found on the Gatsby Good Careers Guidance website: www.gatsby.org.uk/education/focus-areas/good-career-guidance

To Summarise...

Well, there you have it, the musts and the shoulds that all school Governors' need to know. One final should is to encourage you to ensure that your school takes part in National Careers Week, a focus week for CEIAG supplying ideas, resources and support throughout the year.

Why not let us know what your school is doing?

School Governors' Checklist

Has your school :-

- ◁ **Appointed a school Careers Leader with a job description?**
Written an access policy statement? Including the contact details of the named Careers Leader; had it ratified by the governors and published it on the school website?
- △ **Published the schools' careers programme on the school website?**
Preferably along with a careers information page or pages for both students and parents/carers.
- ◁ **Secured independent careers advice for all pupils in years 8-13?**
Preferably from a member of the CDI Professional Register
- △ **Appointed a CEIAG link governor?**
- ◁ **Made contact with your local Enterprise Adviser?**
- △ **Made a plan for achieving all 8 of the Gatsby Benchmarks?**

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