

Investing a Little to Gain a Lot



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Career Leader – helping learners to achieve their potential and navigate learning and work in the 21st century

Career professional, other organisation staff

Policy - 'should' and 'musts' – in your context

Practice - what is happening Compass, Compass+ Career Leader Training

Plans - external professional accreditation

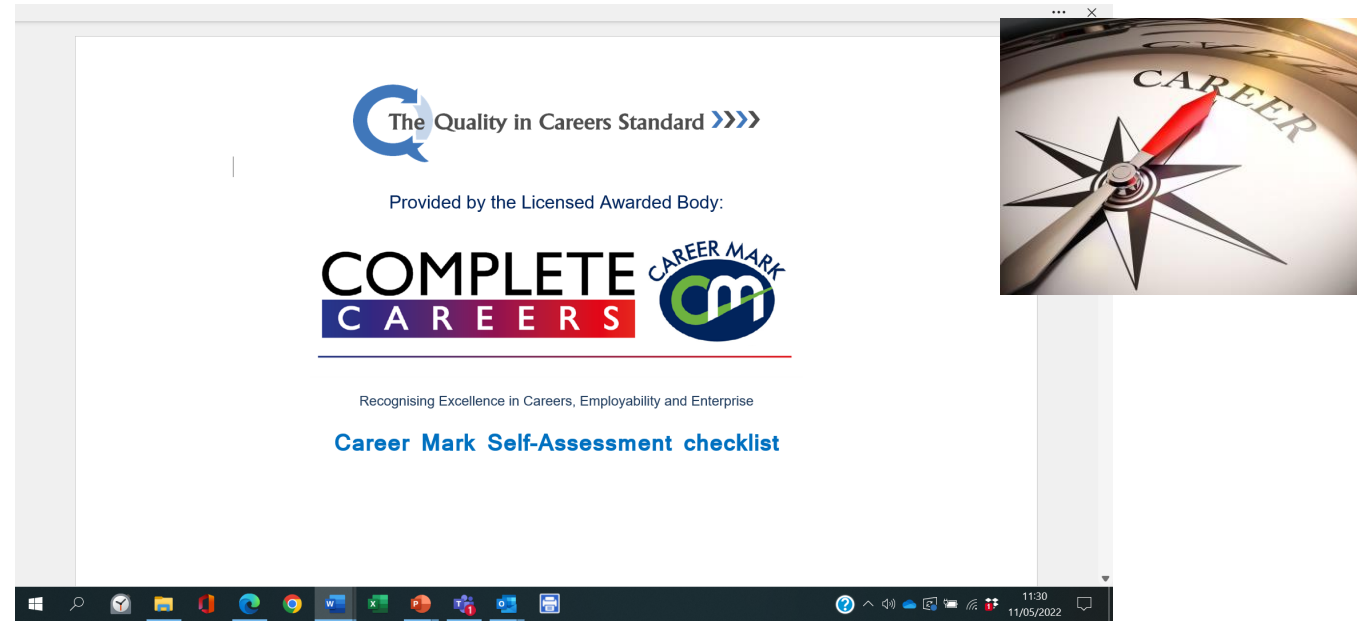
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Quality in Careers Standard Benefits

1. External independent validation of your career programme
2. Evidence of your commitment to your learners' futures
3. Increased engagement of your learners
4. Increased motivation of your learners
5. Increased achievement of Gatsby Benchmarks
6. Increased achievement of learners
7. Greater involvement by all key stakeholders in your learners' futures
8. Support community via Career Mark membership
9. Continuous improvement cycle via assessor recommendations
10. Confident, empowered learners achieving their potential

Investing a little



1. £1.50 a year per learner for a three form entry with Y7-Y11
2. Career leader aiming to achieve Gatsby Benchmarks
3. Career Mark approach to the national Quality in Careers Standard

Investing a little to gain a lot

1. DfE 'Strongly recommends' all schools and colleges work towards the national Quality in careers Standard' Good practice to have external professional accreditation
2. CEC Impact review system is not an alternative but should prepare schools and colleges for the Quality in Careers Standard
3. Ofsted – accreditation of the quality standard means externally verified evidence of good practice in careers work.

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Department
for Education



Investing a little – grow your team

Getting other stakeholders involved

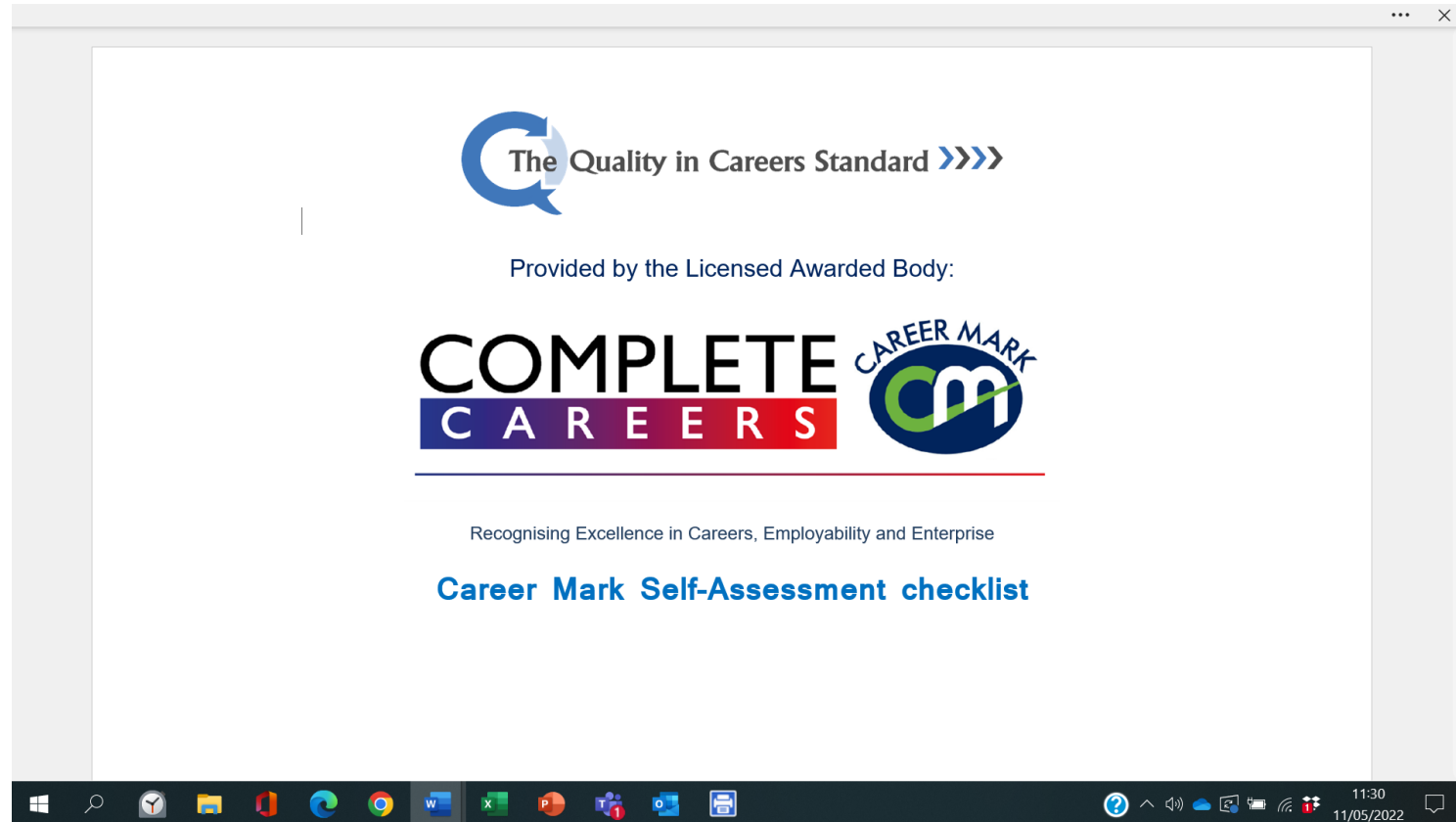
Staff

extended
family

governors

local

community



Employers
employee

alumni

Enterprise
Advisers

Structure of Career Mark approach

Four delivery measures

Management : measures the effectiveness of systems for planning, managing and integrating CEIAG

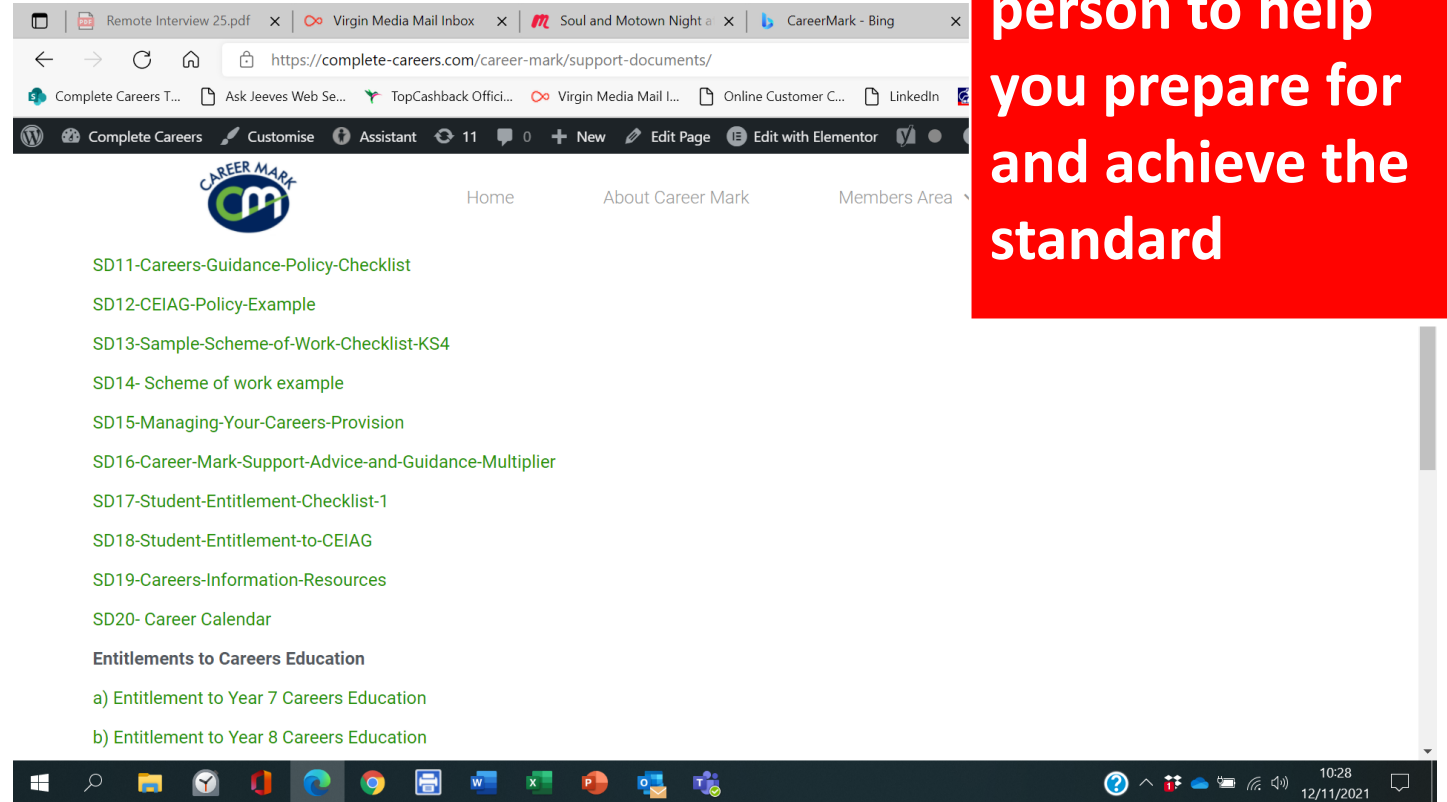
Advice and Guidance: measures the effectiveness of an integrated programme of advice, guidance and support

Information : measures the accessibility, relevance, importance and effectiveness of information, the acquisition of skills to research and evaluate to be able to make well informed and realistic career decisions

Career Learning: measures how effectively the curriculum supports the development of learners' knowledge, skills, understanding and attitudes

The Career Mark approach

Screen shot of range of guidance documents in members area to support achieving the standard



Support provided online and if required in person to help you prepare for and achieve the standard

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Comments from Career Leader about working towards the Quality in Careers using Career Mark

- A positive experience
- A structured framework to audit current provision
- Key areas identified providing focus
- Assessor discussions help to identify impact on learners
- An opportunity to raise the profile of careers in your school
- A whole school approach

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Student voice

Additional expert
Feedback



Recommendations for
Continuous improvement

Investing a little – external support for development

1. By September 2024 deliver all staff training to increase the knowledge and understanding of all staff of:
The CDI Career Development Framework six learning outcomes
Employability and transferable skills along with attitudes and behaviours for the workplace
Local Labour market information and trends in line with local LEP's
2. From January 2021 ensure that the Executive Director of Careers and Destinations has regular support/mentoring from a governor/board member and that the role is supported to access opportunities for wider networking for example via local, regional and national career networks.
3. By September 2023 reflect on the time allocated to lead the careers provision with a view to ensuring is a minimum of five hours per week dedicated to the role.
4. The delivery of CEIAG learning in curriculum areas is variable with some subjects providing far more than others. Work should be done to share good practice from the stronger areas which should lead to greater consistency. This should be actioned during the 23/24 Academic year.

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external expertise = internal leverage



Thank you for listening
any questions to
janet.hutchinson@complete-careers.com
01522262922



enquiries@complete-careers.com
www.complete-careers.com