

At What Cost?

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Session content

- Introduce conference theme
- Summarise expectations from DfE and Ofsted
- Review evidence of the financial costs for schools and colleges to provide careers services effectively
- Help Careers Leaders/Practitioners to identify limitations and utilise support

Context

CEC 2019 Careers Leaders in Schools report highlighted the following CL barriers:

- Time (lack of)
- Staff resource
- Budget (lack of)
- Responsibility (in organisation)
- Engagement from teachers (buy-in)

<https://www.careersandenterprise.co.uk/media/rrzdcgst/careers-leaders-in-secondary-schools.pdf>



Careers England 2022 Study

- 23% of Careers professionals are either likely or extremely likely to leave the sector in the next 2 years. Reasons cited for considering leaving the sector were:
 - 49% due to 'poor pay'
 - 37% due to 'poor progression or development opportunities'
 - 31% due to retirement
 - 29% due to 'stress or health related issues related to the job'
- average of £27,773 for Level 6/7 careers advisers and managers

Careers guidance and access for education and training providers

Statutory guidance for schools and
colleges on providing careers guidance.

January 2023

Careers Statutory Guidance

'We use the terms "must" and "should" throughout the guidance.

We use the term "must" when the person in question is legally required to do something and

"should" when the advice set out should be followed unless there is good reason not to.'

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Careers Statutory Guidance – The Musts!

- Publish careers programme and CL details on website
- Make sure that independent careers guidance is provided to all 11-18 year olds
- Decide on DBS requirements for work experience
- Cooperate with LA's for SEND support and annual reviews to have focus on adulthood (employment from year 9 onwards)
- Ensure learners are clear on RPA
- Colleges required to hold Matrix
- Report data to the LA
- Provide 6 encounters with providers of technical ed and apprenticeship (y8-13 – 2 in each key stage)
- Allow access to the full range of post 16 & post 18 providers
- Publish access policy statement
- Encounters must happen for a reasonable period of time during school day
- Must meet criteria of what providers are expected to cover when they come in
- Act impartially/no bias towards any route – academic/technical
- Explain technical routes alongside academic routes

Careers Statutory Guidance

‘Who is this guidance for?’

This guidance is for:

- *governing bodies, proprietors, school and college leaders, careers leaders and staff in maintained schools, academies, free schools (including alternative provision academies and free schools) and colleges (that provide secondary education and post-16 education)’ (page 5)*

Schools and colleges are expected to appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively (page 11)

‘The department urges senior leaders to back their careers team, especially their Careers Leader, and to invest in personal guidance provided by a qualified careers adviser. This will allow the continued delivery of high-quality, progressive careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential’ (Page 8)

Careers Statutory Guidance

‘What is the governing body expected to do?’

In schools and colleges, the governing body should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college.....’

‘Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.’

‘The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan....’

(Page 14)

Ofsted

Ofsted Handbook

Careers information, education, advice and guidance

308. In assessing a secondary school's personal development offer, inspectors will **assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps.** This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements....
- how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the Gatsby Benchmarks
- the school's published information about its careers provision...

Ofsted Thematic Review (Sept 23)

- Schools are struggling to provide the time and resources for CEIAG (but most are doing their best given the circumstances)
- Schools are starting to see the importance of appropriately qualified Careers Professionals
- Close working between school leaders, careers leaders, teachers and careers specialists is important for effective careers guidance.
- Most schools are linking curriculum learning to careers but this is patchy
- Difficulties in collecting destination data
- Parity of esteem between academic and technical routes (access was still difficult to obtain in some schools)
- Parents are a powerful ally in CEIAG but are often underused
- Work experience & employer encounters are important but underused

Source: Janet Colledge - <https://www.outstandingcareers.co.uk/ofsted?aid=33248>

Education Select Committee Report and DfE Response

‘The Department should update its statutory guidance to suggest an appropriate proportion of time that Careers Leaders should be given to fulfil their role and should require schools and colleges to publish information on the time they have allocated to the role on their website (page 48)’

‘There is a risk that by quantifying an appropriate proportion of time we are creating additional pressure on resources and taking the focus away from other school or college priorities. Conversely it could lead to a reduction in the time already dedicated to careers, for example where a Careers Leader is doing more than the proposed amount.’ (Page 17)

- *New statutory guidance*
- *publish a Strategic Action Plan for Careers in 2024*

Role of Careers Leader

Leadership

Advising senior leadership on policy, strategy and resources
Reporting to senior leaders and governors
Reviewing and evaluating CEIAG
Preparing and implementing a CEIAG development plan

Management

Planning schemes of work for careers education
Briefing and supporting teachers of careers education
Monitoring teaching and learning in careers education
Supporting tutors providing initial information and advice
Managing, in partnership, the work of the careers adviser
Monitoring access to, and take up of, careers guidance
Managing the work of the careers administrator

- <https://www.careersandenterprise.co.uk/media/uhtkww5h/understanding-careers-leader-role-careers-enterprise.pdf>

Co-ordination

Working with LRC to manage the provision of careers information
Working with PSHE leader, and other subject leaders, to plan careers education
Liaising with tutorial managers, mentors, SENCO and head of sixth to identify pupils needing guidance
Referring pupils to careers advisers

Networking

Establishing and developing links with FE colleges, universities and apprenticeship providers
Establishing and developing links with employers
Negotiating SLA with local authority to support vulnerable young people
Commissioning career guidance services
Managing links with the LEP and other external organisations
Identifying sources of funding and writing bids

So how much does
all this cost?!

How much is enough?

- *We currently spend £68 per person, per year on the delivery of career guidance to young people. The equivalent figure in 2009 (adjusted for inflation) was £159 (page 5)*
- *For schools, the majority of studies estimated a ROI of between £1.20 and £4.10 for every pound spent. The average was £2.50 (Page 19)*

Investing in Careers, Hooley, Percy & Neary 2023

‘research by PwC in 2014 which estimated that it would cost between £173 million and £207 million, or between £38,000 and £76,000 per school (depending on school size and location), to deliver the Gatsby benchmarks; by contrast, the Minister told us that the £30 million funding for the CEC translates to around £5,000 per school. (page 20)

*House of Commons Education Committee:
Careers Education, Information, Advice and
Guidance, June 2023*

Limitations, priorities and support

Limitations, priorities and support

- *How much is too much?*
- *When is enough, enough?*
- *Something has to give, but what?*
- *Priorities – ‘musts’ table*
- *Question yourself: does this help my learners to develop their career knowledge, skills and attitudes (career management) to enable them to make successful transitions?*



Speakers

- Edward Hollamby, Motivational Speaker – Managing Career Practitioner Wellbeing
- Ellis Potter, Priory Federation of Academies Trust – Sharing the Responsibility
- Tom Corry (Career Leader of the Year), Chertsey High School – No Career Leader is an Island
- Janet Hutchinson, Complete-Careers LLP – Investing a Little to Gain a Lot

Thank you for listening.
Hope you enjoy the conference!



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