

School Governors' Guide to careers guidance



enquiry@cascaid.co.uk



+44 (0) 1509 226868



www.cascaid.co.uk



@CASCAID



CASCAID Ltd
2 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

School Governors' Guide to Careers Guidance

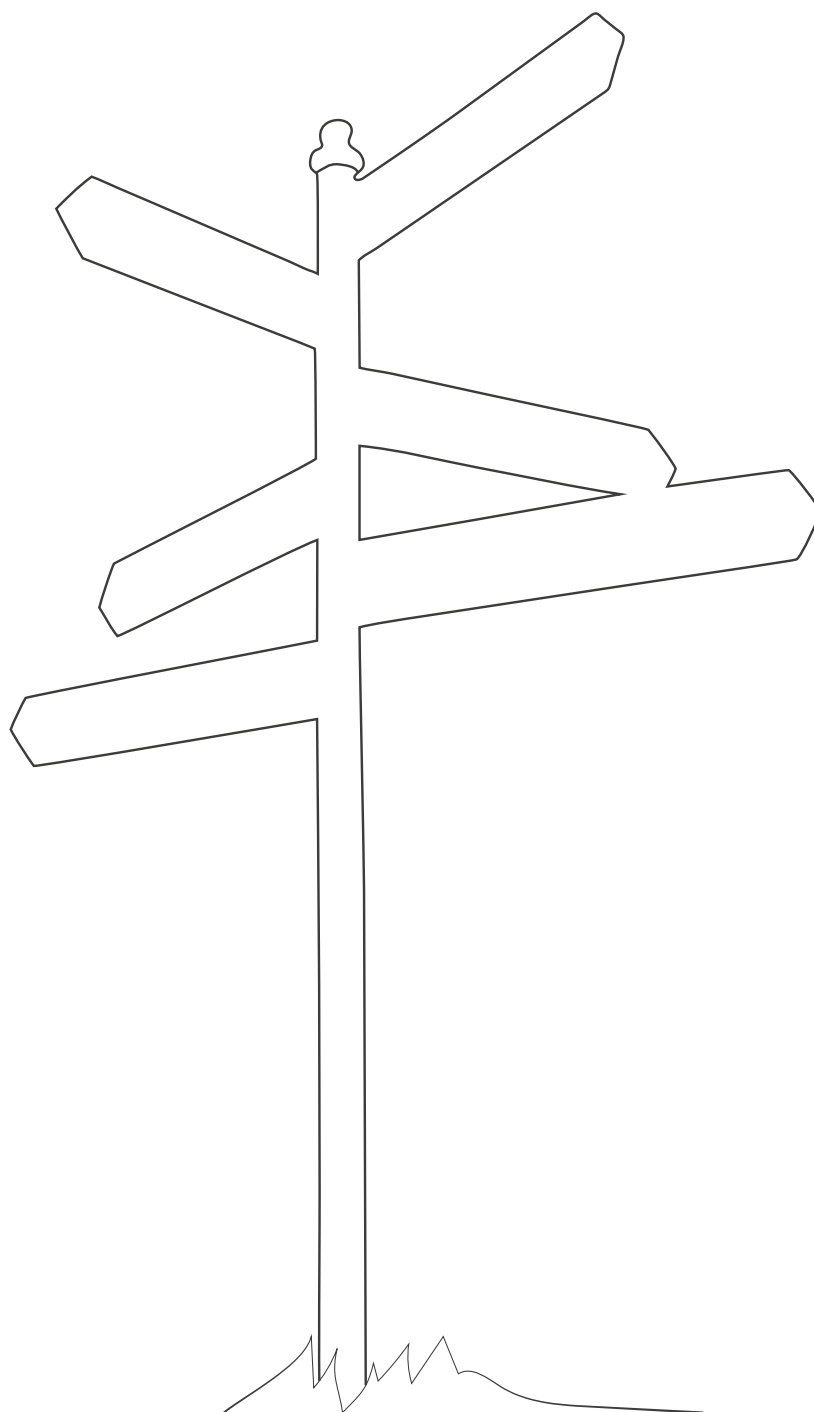
As a school governor, you have a key role to play in developing the careers provision in your school.

This guide will provide you with the information you need to help you to fulfil your legal obligations and ensure your school is fully prepared to provide quality and impartial career guidance to your students.

Why does careers guidance matter to governors?

As a school governor you need to ensure that your school is fully equipped to provide careers guidance:

- The statutory duty places a legal requirement on schools to provide careers guidance.
- The new Ofsted framework highlights careers guidance as an area that inspectors should consider when making judgements.
- Young people are now required to stay in education or training until the age of 18.
- Schools are being judged on the outcomes of students via the Destination Measure.
- Schools have a critical role to play in preparing young people for the next stage of their education or training and beyond. Effective careers support is vital to this.



The Statutory Duty for Impartial Careers Guidance

From the start of the 2012/2013 academic year, a change in the Education Act transferred the responsibility for careers guidance to schools.

The duty makes governors responsible for ensuring that students aged 12 to 18 years are provided with independent careers guidance.

Academies are expected to provide the same as local authority run schools.

Providing careers guidance from Year 8 was introduced in 2013, with the intention to support students choosing their GCSE options as well as to improve motivation, raise aspirations and encourage engagement in education and help them make a better transition to Key Stage 4.

Current statutory guidance

DfE issued updated statutory guidance in Spring 2015 which schools must have regard to when delivering careers guidance.

The statutory guidance states: The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

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

- Is presented in an impartial manner

- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

So what do governors need to do?

The statutory guidance states: *Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. The governing body 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.*

It is recommended that schools have a strategy for careers that helps them develop and implement effective careers support for all students.

The strategy should deliver provision that:

- Inspires students by providing the opportunity to engage in a range of activities where they can find out about careers and pathways.
- Shows students the full range

of learning, training and development options at each transition phase, 14, 16 and 18.

- Supports students who are vulnerable or at risk of not making successful transitions at 16 by working with local authorities.
- Helps to forge links with employers to ensure that pupils are well prepared for their future workplace.
- Challenges stereotypes around what's possible based on an individual's background, gender, age, ethnicity or disability.

Ofsted inspections

Research has shown that Ofsted inspectors have been looking more closely at careers provision and including it in their judgements and inspection reports.

This was as a result of an update to the *Inspectors Handbook* (September 2014) which stated:

Inspectors should explore:

- the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance
- the impact of this guidance in helping young people to make informed choices about their next steps.

This followed a pledge by Chief Inspector, Sir Michael Wilshaw who said,

“We will give the inspection of careers guidance a priority.”

What are inspectors looking at?

Research has found that the majority of school inspection reports are now referring to careers provision.

Careers provision is being referred to in judgements about leadership and management and sixth form provision as well as in commentary on behaviour and quality of teaching.

There are examples of reports for all effectiveness ratings – Outstanding, Good, Requires Improvement and Inadequate – which refer to the schools careers provision.

Examples of Inspectors comments include:

“The leadership and management are outstanding. Careers education, information and guidance have a high profile in the school.”

“Careers guidance is effective as shown by high numbers of students moving on to employment, education and training.”

“This is a good school. Students receive impartial careers advice and are very well prepared for the next stages in their lives.”

“This is an outstanding school. Students are ably supported to develop their ideas for their futures beyond their time in school. Careers guidance is strong.”

“Improve overall effectiveness by ensuring students make appropriate subject and career choices by receiving high quality information, advice and guidance.”

“It is not yet an outstanding school because advice about careers is not yet timely enough to help students to make informed choices.”

Early in 2015 in an update for school inspectors, Ofsted’s National Director for Schools reminded inspectors of the attention that they should give to careers guidance during inspections.

“Can I please remind you all to place greater emphasis, in line with the handbook changes from September, on the following areas... While it is good that **careers guidance is achieving greater prominence** in reporting, inspectors need to evaluate and comment on this crucial area

where it is weak, not just where it is effective.”

New framework from September 2015

Ofsted has released new guidance to accompany the new Common Inspection Framework which applies from September 2015. The new framework applies to maintained schools, academies and PRUs.

Within the new framework, under what inspectors will consider when making judgements about the effectiveness of leadership and management, there is specific reference to careers. It states:

“Inspectors will make a judgement about the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.”

“Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children’s and other learners’ choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance.”

To accompany the framework, Ofsted has issued new inspection

handbooks for schools and further education providers.

The school inspection handbook describes the main activities undertaken during inspections of schools in England and applies to academies, community, foundation and voluntary schools, PRUs, special schools and CTCs. The handbook makes references to **careers in its descriptors for grading**. For example, when making judgements on personal development, behaviour and welfare:

- Outstanding grade descriptor: High quality, **impartial careers guidance** helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Good grade descriptor: Pupils use **careers guidance** to make choices about the next stage of their education, employment, self-employment or training.

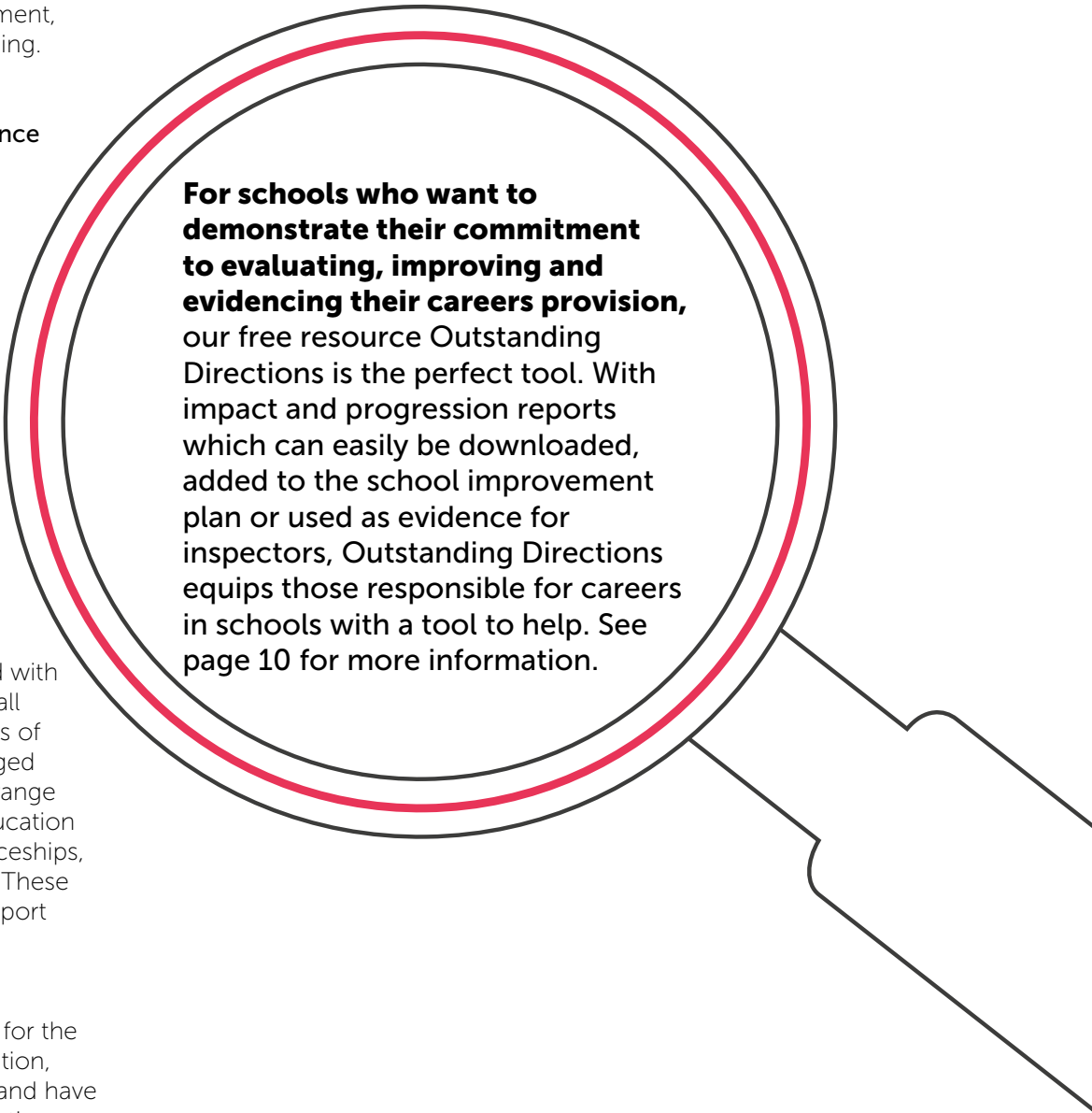
When making judgements on outcomes for pupils:

- Outstanding grade descriptor: Pupils are **exceptionally well prepared** for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their **career plans**.
- Good grade descriptor: Pupils are **well prepared** for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment

or training is close to or above average. These pupils do so at a level suitable to meet appropriate **career plans**.

The handbook also states that when inspecting the effectiveness of 16-19 study programmes, inspectors will consider how well:

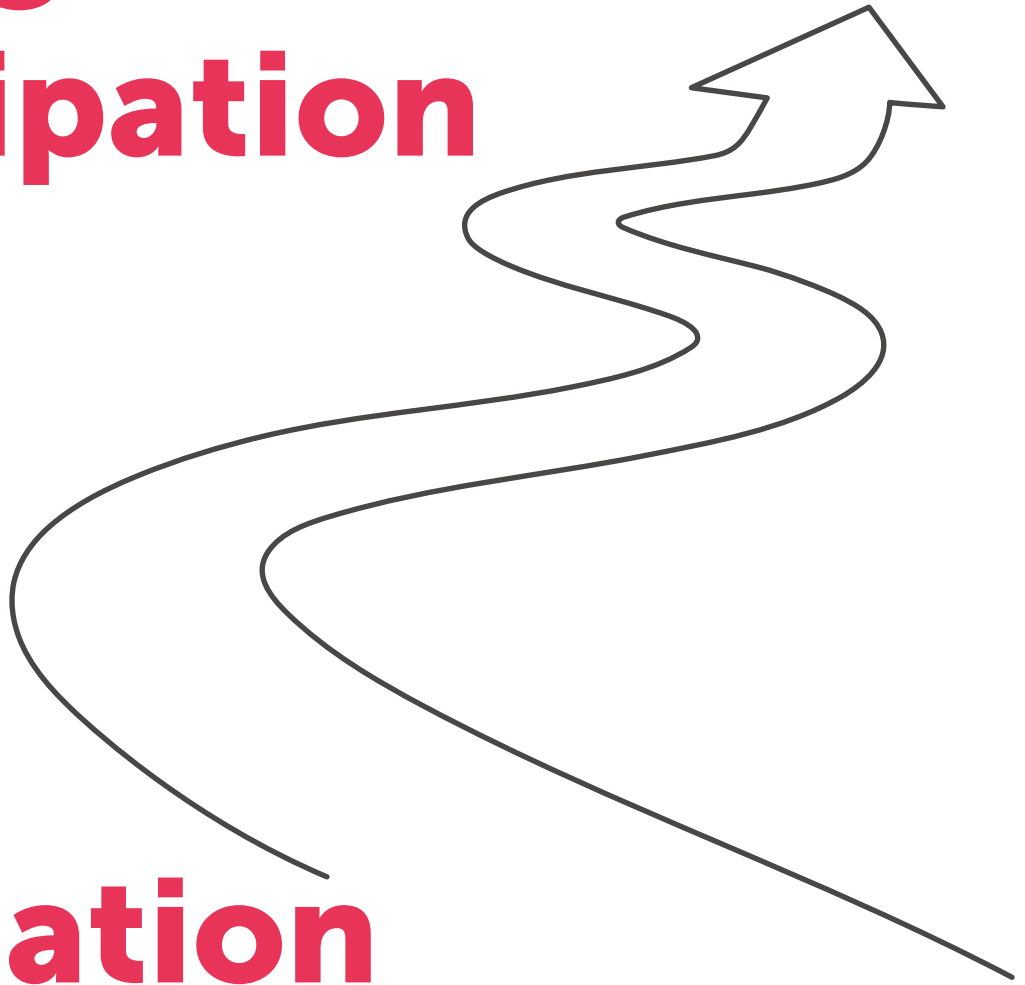
- "Learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make **well-informed decisions about their future plans**."
- "Learners, and groups of learners, progress to the **planned next stages in their careers**, such as a higher level of education or training, or to employment or an apprenticeship."



For schools who want to demonstrate their commitment to evaluating, improving and evidencing their careers provision, our free resource Outstanding Directions is the perfect tool. With impact and progression reports which can easily be downloaded, added to the school improvement plan or used as evidence for inspectors, Outstanding Directions equips those responsible for careers in schools with a tool to help. See page 10 for more information.

Raising the Participation Age

As you will be aware, students are now required to stay in education or training until the age of 18. Good quality **careers information, advice and guidance** must be at the centre of the support provided to students as staying in education and training longer is likely to equate to higher qualifications achieved. Students need to be informed about where qualifications can lead in terms of higher/further education, vocational courses and employment.



Destination Measures

Destination measures, which focus on how students' progress once they leave school, college or a training provider, have been published since 2012.

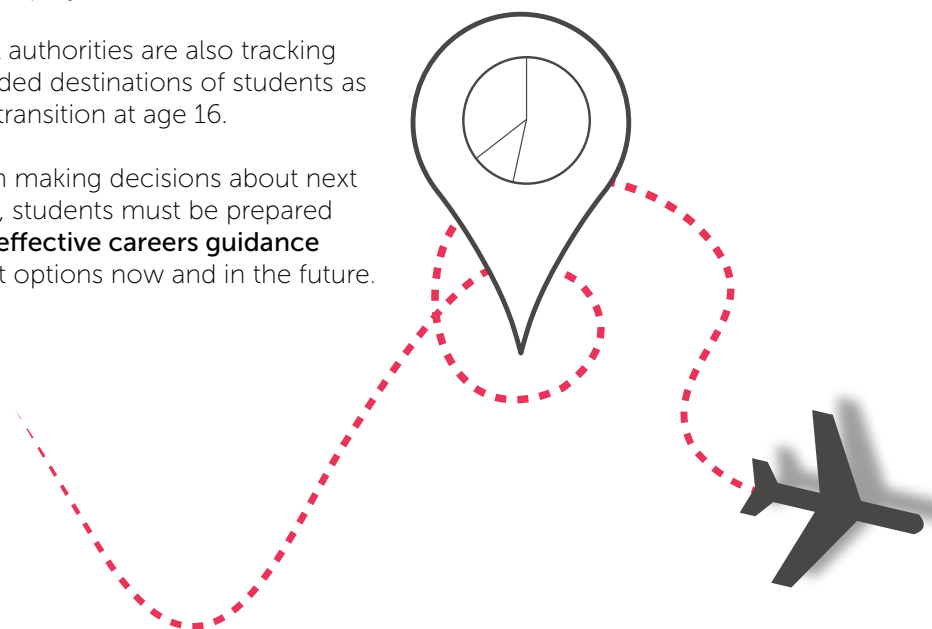
The government hopes that publishing the destination of students, schools and colleges will put greater focus on ensuring all schools provide students with the help, support and advice necessary to enable them to make choices about their next steps in education, training and/or employment.

The statutory guidance also highlights how schools can use the Destination Measures data to assess how successfully their pupils make the transition into the next stage

of education or training, or into employment.

Local authorities are also tracking intended destinations of students as they transition at age 16.

When making decisions about next steps, students must be prepared with **effective careers guidance** about options now and in the future.



Practical ideas for school governors

Below are a few suggestions about how you can pro-actively support your school to deliver effective careers guidance.

- Ensure that careers guidance is on the agenda of one of your governor committees/interest groups. This will help you to scrutinise the current careers policy and regularly evaluate if it is robust.
 - Consider appointing a governor with specific responsibility for careers guidance who can directly support the school staff responsible for careers.
 - Ask the school to evaluate its current careers provision using Outstanding Directions, a free tool which also gives recommendations for improvement. See page 10.
 - If you are a governor with responsibility for careers, develop a strong understanding of how the school delivers careers and what provision is available to students and parents.
 - Consider the benefits of establishing and publishing a formal careers strategy and policy. This will ensure that stakeholders can easily identify the careers activities that take place and that students and parents know what to expect. The strategy should reflect the schools ethos and align with government policy as well as industry best practice.
 - Ensure that SLT are regularly scrutinised on careers provision and how its impact is measured.
- This should include the impact on attainment and progression. It should also include how well the school measures the satisfaction of students and parents with the careers support that the school provides. Outstanding Directions includes tools which provide a quick and easy way to gather this data. See page 10 for more information on this free resource.
- Establish an understanding of the budget and other resource that is allocated to careers support. Governors should ensure that resource is allocated at a level which allows provision to meet the needs of students.
 - Develop a strong understanding of what additional support is made available to students who have additional needs, who are vulnerable or at risk of not making successful transitions. Schools must ensure that they are working with the local authority to support the students to make effective and informed decisions which lead to a successful future.
 - Ensure that there are clear links with the local authority. As well as supporting those students who are vulnerable, the local authority will be reporting on your student's activity linked to intended destinations and the September Guarantee.
 - Help the school to develop links and partnerships with
- local employers and other organisations which they could help to inspire students.
- Ensure that any resources that your school uses are impartial and up- to-date.
 - Online careers resources are a great addition to the schools toolkit as they can usually be used from home so parents can get involved. They also often allow the school to report on students aspirations. CASCAID products are well respected and are completely impartial. You can find out more about our cost effective careers solutions on page 9.
- This list is by no means exhaustive. It offers just a few suggestions which could help your school to develop its careers provision.
- As a governor, getting involved with these activities can help to increase your confidence that your school is fulfilling its duty for careers guidance.

Who are CASCAID?

Founded in 1969, CASCAID has history. But the future is where we're at, starting now with groundbreaking resources for careers guidance. Our constantly evolving technologies inform and inspire young people and adults all over the world. Our purpose? Your purpose.

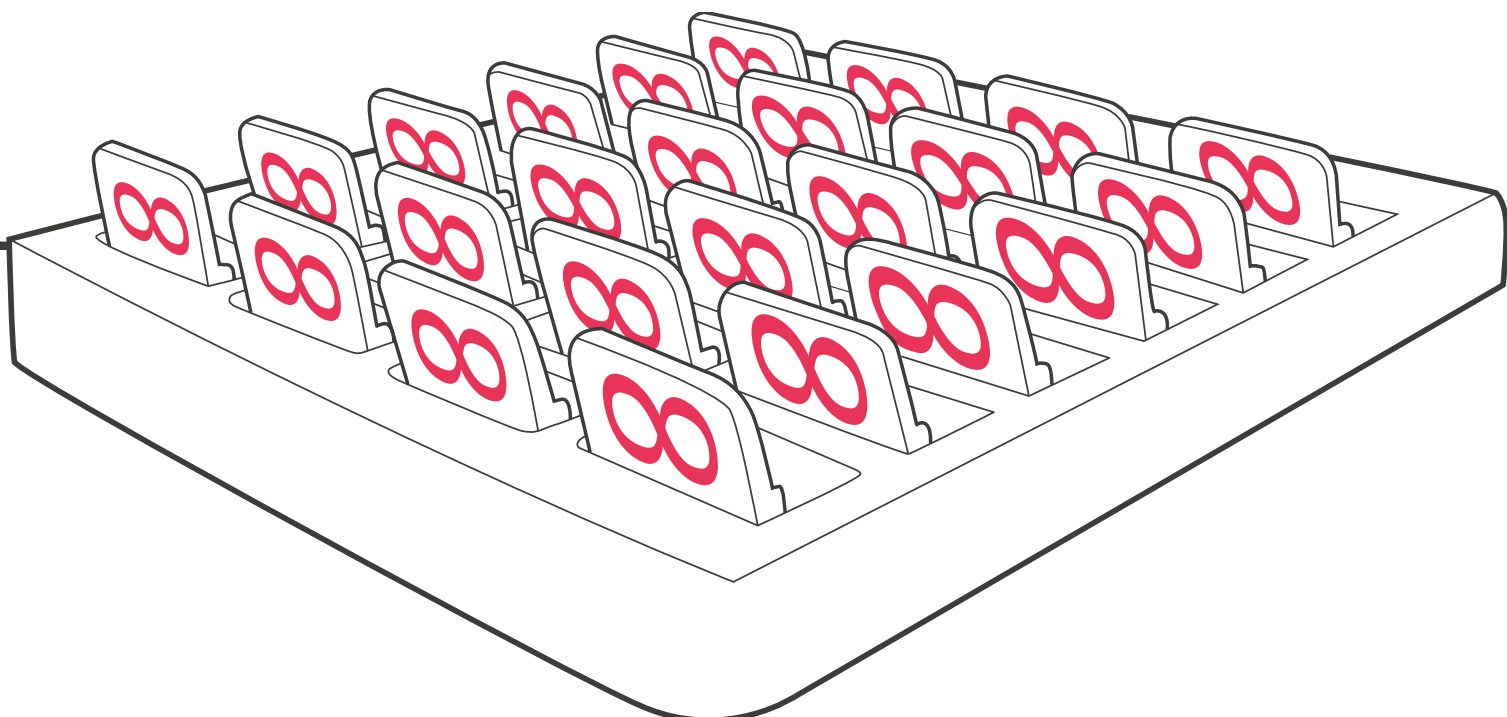
CASCAID is the leading producer of careers information and guidance solutions with over 40 years' experience of inspiring young people with their career options. Our products are used extensively in guidance and educational organisations throughout the UK and internationally. We have supported millions of people worldwide with their career decisions.

Owned by Loughborough University, we are committed to providing innovative tools which raise aspirations and inspire choices. We provide impartial and independent high quality careers guidance tools

which provide accurate and up-to-date information plus an open and transparent matching system which creates personalised results. Our mission at CASCAID is to provide the best possible careers planning and guidance services. Our products are used in the majority of schools and colleges and by careers professionals throughout the UK. Our products provide interactive online support to 7-19 year olds to help them make decisions about their future.

CASCAID products:

- Dedicated online resources for Key Stage 3, 4 and post-16 students.
- Provide impartial careers information and guidance.
- Bespoke outcomes for each student that helps them move forward.
- Raise Aspirations by showing every student all of the learning, training and career pathways open to them.
- Help to increase engagement and attainment by showing students how what they are learning at school will benefit them in their future career.
- Ensure that every student has the opportunity to make informed decisions about the next steps at age 14, 16 and 18.



CASCAID

Products and Services

Paws in Jobland

A fun and lively introduction to the world of work for Key Stage 2 students, Paws helps children to understand the community that they are in.

Excellent for supporting primary transitions.

Includes:

- Puzzles and quizzes.
- Animation and sound.
- Individual and group activities.
- Curriculum linked worksheets and lesson plans.
- Support for Aspirations Week.

www.cascaid.co.uk/paws

Launchpad

Develops skills awareness in Key Stage 3 students to help ensure that they make the best possible GCSE choices. Analyses strengths and the demands of different subjects as well as linking subjects to careers.

Includes:

- Skills analysis quiz.
- Personalised results with a skills and PLTS profile.
- Videos showing KS4 students and teachers discussing GCSE subjects.
- Identifies which careers each subject is useful for.
- Individual action plan.
- Lesson plans focussing on topics like STEM and challenging stereotypes.

www.cascaid.co.uk/launchpad

Kudos

The UK's most popular careers guidance resource. Kudos, aimed at students aged 13-19 is designed to support young people in exploring the world of careers, training and further education.

- Careers ideas generator based on interests and aspirations
- Up-to-date, impartial careers information
- Different starting points which reflect student needs
- Easy to understand labour market information
- Transparent results to aid students' self-awareness
- Links school subjects to careers
- Integrated action plan
- Structured CV builder
- Suite of reports for teacher/adviser monitoring and tracking

www.cascaid.co.uk/kudos

Kudos 16+

- Local Apprenticeship opportunities linked to each career.
- Post-16 courses available at local providers which offer progression into each career.
- Information on travel options to help young people evaluate the accessibility of opportunities.
- Local LMI via live job vacancies illustrating the opportunities available locally for each career.
- Course and Apprenticeship search enabling young people to discover progression options that suit their preferences.

Kudos HE

- Relevant HE courses for each occupation enabling students to plan a route through study into their chosen career.
- UCAS Personal Statement Builder with structured guidance, good and bad examples and tutor/adviser feedback.
- Encourages the recording of achievements in preparation for applications.
- Skills analysis and the option to compare skills to careers.
- Future Booster to help raise aspirations by demonstrating what can be achieved with higher level qualifications.
- Additional advice on topics including how to apply for HE, settling in to university, deciding on a course, advice for disabled students and studying in Europe.

This upgrade encourages students to start identifying and recording valuable information about themselves ahead of Year 13 that will help with their applications. CASCAID Manager

- Searchable job adverts to help young people develop an understanding of what employers are looking for and how they recruit.

This upgrade helps to ensure that young people get impartial information to help them make informed choices about their post-16 destinations.

Services and support for teachers and advisers

CASCAID Manager enables teachers and advisers to track students use of products and identify necessary interventions. Reports can be sourced on each student's activities and career plans.

Teacher and adviser guides plus lesson plans help to ensure that the programs can be easily delivered. Posters and user guides help students to get the most from the programs.

Each school has an appointed client consultant who can offer advice on planning careers guidance activity and will share best practice. We also offer free training for teachers and advisers.

Outstanding Directions

A completely free resource available to all schools to help evaluate and improve careers guidance provision.

Includes:

- Easy to use self-review questionnaire.
- Clear suggested evidence sources and improvement ideas.
- Ready to send surveys to source opinions from students, parents and other stakeholders.
- Impact assessment to measure progress.

- Personalised reports to add to the school improvement plan, careers strategy and/or as evidence for Ofsted Inspections.

To register for a free account visit www.outstandingdirections.org.uk.

The screenshot shows the Outstanding Directions website interface. At the top, there is a navigation bar with links for Home, Review, About, My Account, Contact, and Logout. Below this is a dashboard area with three circular progress indicators: 'Progress Overview' (100% Percentage of Parts Rated), 'Your Score' (Your Average Part Rating), and 'Other Users' Score' (Average Score of other Users). A 'Show dashboard' button is located below these indicators. The main content area is titled 'Part 1: Leadership' and contains a questionnaire question: 'How much are governors involved?'. The question asks to 'Select a level description' and provides three radio button options: 'There is no governor involvement in careers guidance.', 'A specified governor has been given the responsibility for careers guidance.', and 'A specified governor has been given the responsibility for careers guidance. Career guidance provision is a fixed agenda point at governors' meetings and a framework is in place.' Below the question, there are three sections: 'Suggested Improvement Actions - How to reach the next level...', 'Suggested Evidence Sources - How to prove you have reached a level...', and 'Suggested Resources - Useful resources for improving in this area...'. Each section has a 'Show' button.