

Herts Careers Hub Priorities

This Year

To help every young person find their best next step
Modern high quality, 21st Century careers education for everyone; everywhere

Coordinated actions

Impact	1.1 Amplify technical and vocational routes
	1.2 Secure an improving system through review and support
Inclusion	2.1 Support young people most at risk through transitions
	2.2 Remove barriers for disadvantaged young people, in partnership with employers
	(2.3 Provide careers support and training to the education workforce)
Leadership	3.1 Support leaders across the system through training and development
	3.2 Make sure careers education is part of local economic strategies
	3.3 Help employers deliver high quality outreach work, including through 'employer standards'

COMPASS+ Move over to Compass Plus

THE CAREERS LEADER DASHBOARD

Start to use Future Skills Questionnaires

What is the Future Skills Questionnaire?

Copy link

QUESTION 1

Have you heard different people talk about their jobs other than those of your family or carers?

☐ No, not yet

☐ Possibly, I'm not sure

☐ Yes, to some extent

☒ Yes, to a great extent

Watch on YouTube

The eight Gatsby Benchmarks

The Gatsby Benchmarks define what is considered world-class in careers guidance.



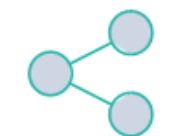
Gatsby Benchmark 1
A stable careers programme



Gatsby Benchmark 2
Learning from career and labour market information



Gatsby Benchmark 3
Addressing the needs of each pupil



Gatsby Benchmark 4
Linking curriculum learning to careers



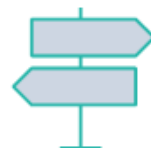
Gatsby Benchmark 5
Encounters with employers and employees



Gatsby Benchmark 6
Experiences of workplaces



Gatsby Benchmark 7
Encounters with further and higher education



Gatsby Benchmark 8
Personal Careers Guidance



Introduction to the Gatsby Benchmarks

Click video thumbnail
to find out more

<https://www.hopinto.co.uk/explore-careers/new-gatsby-benchmark-resources/>

Gatsby Benchmark 1

A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.



Hertfordshire
Local Enterprise
Partnership

What good looks like

- Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.
- Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.
- Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points

Why this matters

Benchmark 1 provides the foundation for careers provision across your school, special school or college and supports you to link careers provision to your vision, priorities and to school or college improvement

Developing a progressive careers programme shaped and driven by a strategic careers plan, enables your students to make well informed decisions about education, training, apprenticeship & employment opportunities and supports them to cope with challenging labour market conditions.

Gatsby Benchmark 1

A stable careers programme

100%

Your school has met 100% of the 17 assessment areas in benchmark 1

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

Your whole-school careers programme:

Is written down

Achieved?



Is approved by the board of governors



Has the explicit backing of senior leadership



Has resources allocated to it



Has systematic monitoring in place



Has both strategic and operational elements



Is published on your school's website



Is on the school's website with information aimed specifically at:

Students



Teachers



Employers



Parents/Carers



Is evaluated for effectiveness at least every 3 years



Is evaluated using systematic feedback from:

Students



Teachers



Employers



Parents/Carers



Has an identified lead individual with strategic responsibility for overseeing the programme



- **Careers Programme overview on school website with each year group's activities from year 7 upwards**
- **Programme and policy shared and approved with SLT/Governors and on website**
- **Intro to careers with a vision statement, careers leader named and contact details present**
- **Careers policy in careers section**
- **Baker Clause/Provider Access statement (will be updated in Jan 2023)**
- **Highlight that the programme is for students, parents, teachers and employers to be part of**

Gatsby Benchmark 1

Key elements to a careers programme GB1

Components:

Careers Education for years 7-13 with overview of activities

Careers within subject areas GB4

Labour Market Information (LMI) GB2

Employer Engagement GB5

Experiences of the world of Work GB6

Encounters with FE/HE/ITP Apprenticeships-Inspiration GB3/GB7

1:1 Personal Guidance with Level 6 Adviser GB8

Features:

- Progressive
- Each & Every and Student Level Tracking-Compass +/Unifrog
- Informed by Stakeholder voice
- Known and Understood-by Careers Leader/SLT/Teachers/Parents/Students/Governors
- Informed by Evaluation
- Benchmarks as a Self-Assessment Framework-Compass



**FREE Compass Plus & Future Skills Questionnaire in person Training
@Computacenter Hatfield
Tues 29th November (AM or PM slots to book for Career Leaders)**



The Careers & Enterprise Company created the **Future Skills Questionnaire (FSQ)** to measure the career readiness of students at points of transition across secondary education.

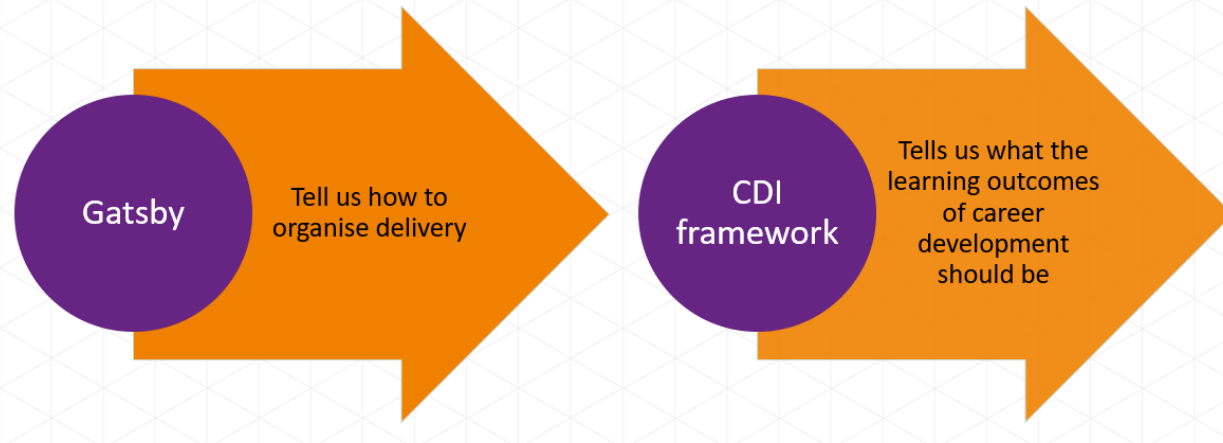
The idea is for students to complete the questionnaire once a year as they move through school, the results of this survey can really inform the Careers Leader on what is needed in their careers programme and enables them to target students needs.

We are running two identical sessions on **Tuesday 29th November @Computacenter** in Hatfield where you can find out about the Future Skills Questionnaire and how it works through Compass Plus.

We will also run directly after these sessions a one hour Compass Plus hints and tips masterclass. Invites available from your EC and steve.trotter@hertfordshirelep.co.uk

AM session Tues 29th Nov (please only select one session AM or PM only)	PM session Tues 29th Nov (please only select one session AM or PM only)
9.15 Tea and coffee for Careers Leaders/Enterprise Co-Ordinators upon arrival	12.45pm Tea and coffee for Careers Leaders/Enterprise Co-Ordinators upon arrival
9.30am start-10.30am Future Skills Questionnaire Training	1.00pm start-2.00pm Future Skills Questionnaire Training
10.30-10.45am tea/coffee top-up/comfort break	2.00pm-2.15pm tea/coffee top-up/comfort break
10.45-11.45am Compass+ hint and tips training masterclass	2.15-3.15pm Compass+ hints and tips training masterclass
11.45am Computacenter offer of work experience/apprenticeships/school help	3.15pm-3.30pm Computacenter offer of work experience/apprenticeships/school help
12pm close	3.30pm close

Gatsby Benchmark 1



The eight Gatsby Benchmarks

The Gatsby Benchmarks define what is considered world-class in careers guidance.



Gatsby Benchmark 1
A stable careers programme



Gatsby Benchmark 2
Learning from career and labour market information



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Experiences of workplaces

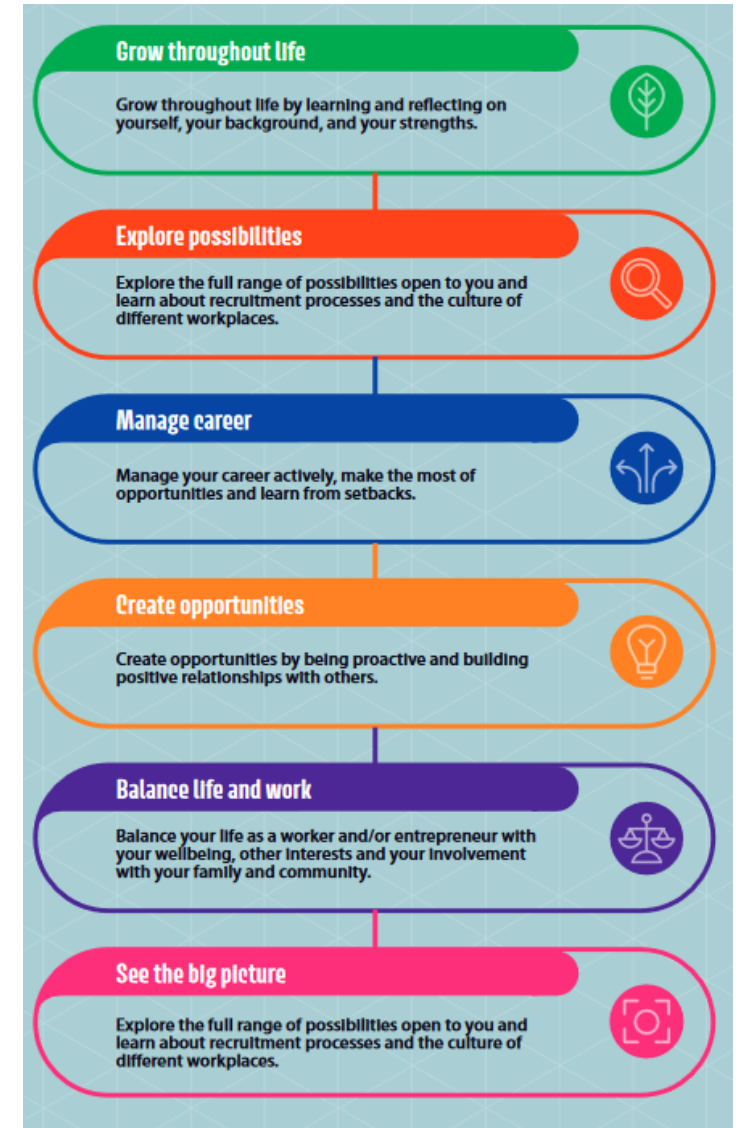


Gatsby Benchmark 7
Encounters with further and higher education



Gatsby Benchmark 8
Personal Careers Guidance

COMP.





Careers Programme overview on school website

Mapped to the
Gatsby Benchmarks

Updated for each
academic year

Move towards
blended f2f/virtual

Next logical step to
map to new CDI
Framework

Year Group	Careers Education Activity	Term/Date	Gatsby Benchmark(s)	CDI Framework Pillar(s)
7	Intro to the careers programme	Aut	1	
	Careers talks NCW	Spring	5	
	Register on careers programme e.g. Unifrog	Sum	2, 3,	
8	GB4 Careers in the Curriculum lessons for NCW	Spring	4	
	Enterprise competition with Company/EA	Sum	5	
9	Careers carousel with employers from different sectors	Spring	2, 3, 5	
9	GCSE Options info	Spring	3	
	Work shadowing	Sum	2, 5, 6	
10	Work Experience/Virtual Work Experience	Sum	2, 5, 6	
11	Careers Fair/Virtual Careers Fair including employers/FE/HE, apprenticeships and ITPs	Aut	2,3,5,7	
All	Careers Guidance appointments	Aut/Spring/Sum	2, 3, 7, 8	
11	Transition events and college tasters	Aut/Spring/Sum	3, 7	
12	Careers talks different sectors, apprenticeships, Unis	Aut/Spring/Sum	2, 3, 5, 7	
12	Work Experience	Sum	2, 5, 6	
13	Extra support group for students looking at apprenticeship/degree	Aut/Spring/Sum	2, 3, 5, 7, 8	

Careers Programme Overview	2020/21 Name of School
<p>The Careers Programme at St. Ignace's College, Killiney, Dublin, was established in 1986. It has since grown from a small team of two staff members to a dedicated department with a full-time careers officer and a part-time careers advisor. The programme is now a well-established and integral part of the school's curriculum.</p> <p>The programme is designed to provide students with the knowledge, skills and attitudes they need to make informed choices about their future education and career paths. This includes providing information on a wide range of career options, as well as developing students' self-awareness, decision-making skills and resilience.</p> <p>The programme is delivered through a combination of direct instruction, group work and individual counselling. Students are encouraged to take an active role in their learning and to develop a personal action plan for their future. The programme also provides opportunities for students to gain practical experience through work shadowing and placements.</p> <p>The Careers Programme at St. Ignace's College, Killiney, is committed to providing a high-quality service to all students. We believe that every student has the potential to achieve their dreams and we are committed to supporting them every step of the way.</p>	St. Ignace's College, Killiney, Dublin



Vision Statement		Contact:	
<div>Click to add text</div>		<div>Click to add text</div>	
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Milestones and Learning Outcomes		Key Events and Experiences	
Year 7 <div>Click to add text</div>		Year 7 <div>Click to add text</div>	Year 7 <div>Click to add text</div>
Year 8 <div>Click to add text</div>		Year 8 <div>Click to add text</div>	Year 8 <div>Click to add text</div>
Year 9 <div>Click to add text</div>		Year 9 <div>Click to add text</div>	Year 9 <div>Click to add text</div>
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Year 11 <div>Click to add text</div>		Year 11 <div>Click to add text</div>	Year 11 <div>Click to add text</div>
Year 12 <div>Click to add text</div>		Year 12 <div>Click to add text</div>	Year 12 <div>Click to add text</div>
Year 13 <div>Click to add text</div>		Year 13 <div>Click to add text</div>	Year 13 <div>Click to add text</div>

Year Group	Careers Education Activity	Term/Date	Gatsby Benchmark (s)	CDI Framework Pillar(s)
7				
8				
9				
10				
11				
12				
13				

For more Gatsby Benchmark 1 resources and these templates head to:
<https://www.hopinto.co.uk/explore-careers/gatsby-benchmark-1-a-stable-careers-programme-1/>

Xx School Careers and Information, Advice and Guidance (IAG) Policy

Overview:

This section of the website is intended for Students, Parents/Carers, Teachers and Employers wanting to find out more about our Careers Education programme.

(VISION STATEMENT)

Example: Our Careers Education and IAG programme aims to prepare our students for their future lives beyond school. This means that all students, and parents, should be made aware of all their options as they progress through school and their post-school options.

Key Careers Staff (Mandatory)

Our designated Careers Leader is he/she can be contacted on.....

The SLT member responsible for Careers is.....

The Governor with responsibility for careers is.....

Who we work with: (Recommended)

Gatsby Benchmark 1 Evaluating



How do your schools/colleges currently evaluate their careers programmes?

CONSIDER-COMPASS/COMPASS + RESULTS, DESTINATIONS DATA, KEY GROUPS (SEND/PP/FSM/CLA)

Students –Future Skills Questionnaire on Compass Plus

Surveys after careers guidance/ WEX

Surveys after events e.g. mock interviews/careers fairs

Focus group led by EA on school careers programme

Herts Skills Framework/Skills Builder audits before/after careers events to see improvement

Parents-Careers Survey at parents evenings

Surveys after guidance/wex

Surveys after events

Focus group led by EA on school careers programme

Teachers-Promote/launch careers programme and gain feedback

INSET day careers focuses GB4 and audit careers in the curriculum

Focus group led by EA on school careers programme

Employers-Post wex surveys, post work related learning surveys –mock interviews, careers fairs etc

EA support/feedback on school careers website and programme/compass scores

ANNUAL CAREERS REVIEW

- Website/Programme up to date
- Policy approved
- Post event evaluations from different voices/stakeholders
- Staff development/CPD/INSET sessions
- Fed back to SLT termly
- Compass scores for the year/progress
- Strengths
- Areas for development
- Destinations data review
- Extra support for key groups

Gatsby Benchmark 2

Learning from Labour Market Information (LMI)

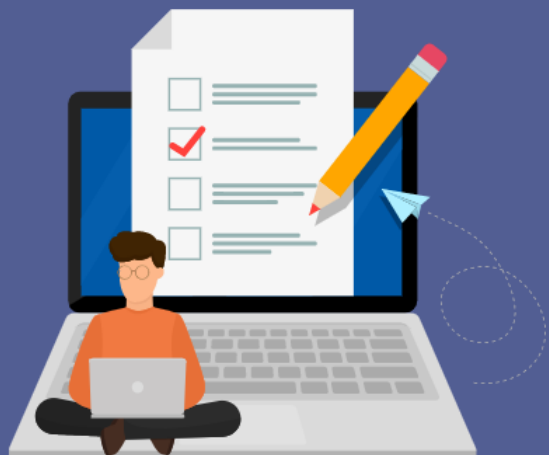


Home » Gatsby Benchmarks

Gatsby Benchmark 2

Learning from career and labour market information

Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.



What good looks like

Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

- By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.
- During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Why this matters

Access to up-to-date career and labour market information is important for social mobility. Information about pathways, opportunities, growth areas and alumni's successful transitions helps to connect students to a positive future.

Providing detailed information about all pathways, relevant courses, opportunities, labour market understanding and supporting students to make useful networks strengthens students' capacity to make informed decision and positive transitions.

Use of HOP with students, teachers and parents

LMI posters and video

HOP lesson plans including LMI

LMI on school/college careers page

LMI used in Careers Guidance

Virtual Employer talks on local LMI

Next Generation Careers Leader
LMI Conference

Gatsby Benchmark 2 Learning from Labour Market Information (LMI)



Created for schools in Sept 22 to provide picture of district employment stats..

All 10 Hertfordshire district posters available at HOP website...



Could be used on website (GB1 and GB2) or as part of a PSHE programme (GB4)

Hertfordshire LMI video (to be updated soon):
<https://youtu.be/qxEnwYjtk5w>

<https://www.hopinto.co.uk/questions/labour-market-information/>

Next Generation Hertfordshire Careers Conference

THE CAREERS &
ENTERPRISE
COMPANY

Hertfordshire
Local Enterprise
Partnership

We are excited to announce our first ever in person Labour Market Information (LMI) **Careers Leader Conference!**

Our **Next Generation Growth Sector Conference** (please save the date) is scheduled for:

Thursday 26th January 9.30-3.30pm @The Fielder Centre Hatfield

Keynote speakers including Anna Morrison from Amazing Apprenticeships who will be talking about schools meeting the **new provider access legislation (PAL)**, as well as growth sector employers leading on workshops, Q&A panels and providing information on:

- Construction
- Business, Legal and Finance
- Technology
- Health and Social Care
- Advanced Manufacturing/Engineering
- Film, Media and Creative
- Life Sciences
- Tourism & Hospitality
- Sports & Leisure
- Public Services

**FIELDER
CENTRE**



We hope Herts Careers Leaders, Careers Advisers and
Career Governors can all make it

Generation Careers Fair Events (GBs 2, 3, 5 & 7)

THE CAREERS &
ENTERPRISE
COMPANY

Hertfordshire
Local Enterprise
Partnership

**MORE GENERATION EVENTS BROUGHT TO YOU BY HOP –
CONNECTING EMPLOYERS TO LOCAL TALENT IN DACORUM, HERTSMERE,
WELWYN/HATFIELD & BROXBOURNE AREAS**

Generation Dacorum (Wednesday 28th September 22- Shendish Manor)

Generation Hertsmere (Wednesday 16th November 22- Double Tree Hilton Borehamwood)

Generation Welwyn & Hatfield (Friday 24th February 23-Fielder Centre Hatfield)

Generation Broxbourne (Tuesday 14th March 23- Spotlight Theatre Hoddesdon)

Organised in association with the local councils and Hertfordshire Careers Hub we have some exciting events to highlight job opportunities open in these areas now and in the near future: these events will give young people an opportunity to meet employers with schools and colleges having slots during the day.

These events also operate a Twilight session from 4-6pm and any local school or college students are welcome to attend to meet with local employers and learn about the many career opportunities available. Parents/Carers are also more than welcome to accompany their child.

Attending one of these events will:

- Help young people gain meaningful encounters with employers
- Highlight to young people about a variety of local jobs and industries
- Informing students about the varied routes into work

HOP
HERTFORDSHIRE OPPORTUNITIES PORTAL



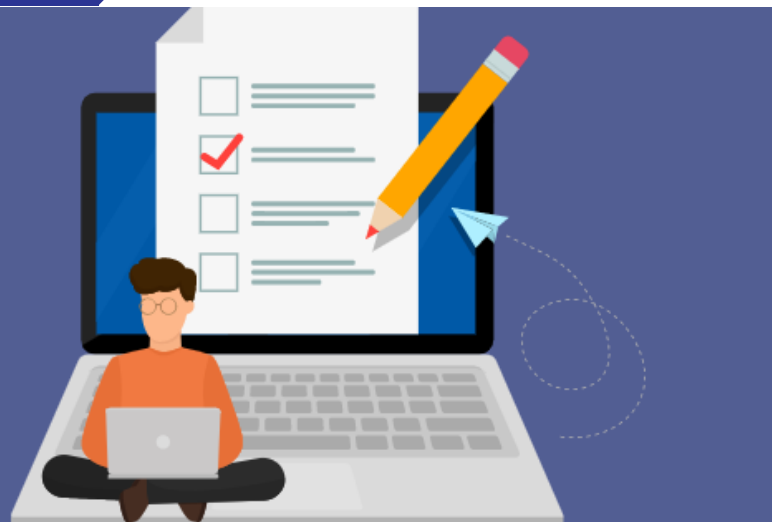
GENERATION

Gatsby Benchmark 3 Addressing the needs of each pupil

Gatsby Benchmark 3

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.



What good looks like

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.

- A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.
- The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. [This data should be used to review a school or college's careers provision and inform development and continuous improvement.](#)
- Colleges should collect and maintain accurate data for each student on their education, training or employment destinations. [This data should be used to review a school or college's careers provision and inform development and continuous improvement.](#)

Gatsby Benchmark 3

Addressing the needs of each pupil

Sixth-form



Assemblies/talks



Visits/Virtual visits

General FE Colleges



Tours/Virtual tours



Taster Days

Meaningful
encounters with
universities



TRACKING



Unifrog/Compass
Plus/Excel spreadsheet



Two meaningful visits
to Universities

Information about
apprenticeships
including higher-level

Encounters with
Independent Training
Providers



Use Alumni to
showcase different
types of options

Utilise former students
who have challenged
gender stereotypes

Compass Plus/Unifrog
to track students

Link in with local
authority (SfYP) around
destinations data

Showcase destinations
and extra support
given to targeted
groups e.g. FSM

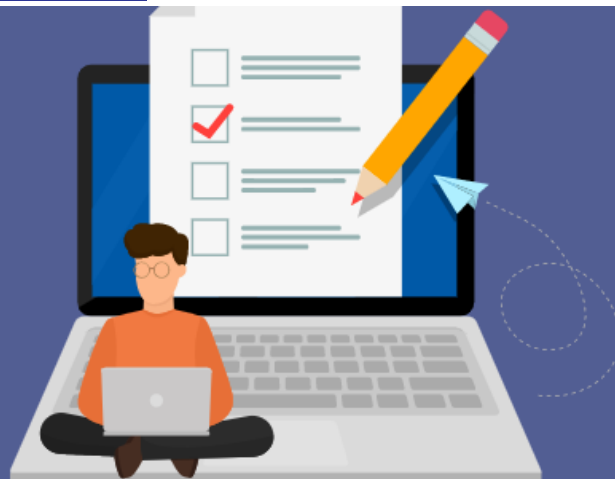
Gatsby Benchmark 4

Linking Curriculum Learning to Careers

Gatsby Benchmark 4

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.



Audit of careers in the curriculum in INSET day with each subject department

Have careers in the curriculum in monthly subject meetings

Use careers ambassadors in each department

Create a careers journey map

Use EAs to lead on world of work

Make use of theme weeks/days
National Apprenticeships week,
National Careers week, National
Science week, International
Women's week

Use tutor time/PSHE time

What good looks like

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

My Learning My Future

My Learning, My Future is a suite of Benchmark 4 resources to support subject teaching staff, from over 20 subjects at KS3 & 4, to engage students in curriculum learning by highlighting the relevance of their subjects to future careers and opportunities.

The aim of the resources is for students to see the relevance and value of subject curriculum teaching and learning and to be explicitly supported in making connections between subjects and pathways to positive transitions.

UPDATE: from 5th March 26 subjects will be live!!



<https://resources.careersandenterprise.co.uk/my-learning-my-future>

My Learning My Future: Art and Design

My Learning My Future: Drama

My Learning My Future: English

My Learning My Future: Food and Nutrition

My Learning My Future: Geography

My Learning My Future: Graphics

My Learning My Future: Health and Social Care

My Learning My Future: History

My Learning My Future: Media Studies

My Learning My Future: MFL/Languages

My Learning My Future: Music

My Learning My Future: Product Design

My Learning My Future: Psychology

My Learning My Future: Sociology

My Learning My Future: Science

My Learning My Future: Biology

My Learning My Future: Chemistry

My Learning My Future: Physics

My Learning My Future: Design Technology

My Learning My Future: Computer Science/IT

My Learning My Future: Maths

My Learning My Future: Hair and Beauty

My Learning My Future: Business Studies

My Learning My Future: Religious Studies

My Learning My Future: PE

My Learning My Future: Textiles

We encourage Careers Leaders to share this resource with curriculum teaching staff for them to use to engage students in learning and where their subjects can take them.

The resources are designed to be easily used and applied by Curriculum subject staff through lessons, homework and/or extra-curricular sessions.

My Learning, My Future will include inspiration and resources for curriculum subject staff to:

- Highlight the relevance of their subject to future careers and opportunities
- Support students to understand pathways from each subject to future careers and opportunities
- Highlight to students how they are developing essential skills in each subject
- Embed careers in curriculum teaching and learning
- Identify extra-curricular and employer engagement opportunities to enhance students engagement in subjects

We will continue to add to these resources to support curriculum staff in highlighting the relevance of their subject to future careers and opportunities and to how they can set teaching and learning in the context of the world of work.

Below are links to resources by subject, which feature resources including:

- 'My Learning, My Future' Teacher Inspiration Guide
- 'My Learning, My Future' Student facing slide deck
- 'My Learning, My Future' KS3 Homework Tasks
- Subject specific 'Careers across the Curriculum' Lesson Plans and Resources

Gatsby Benchmark 4

Linking Curriculum Learning to Careers

Herts LEP BM4 resource list



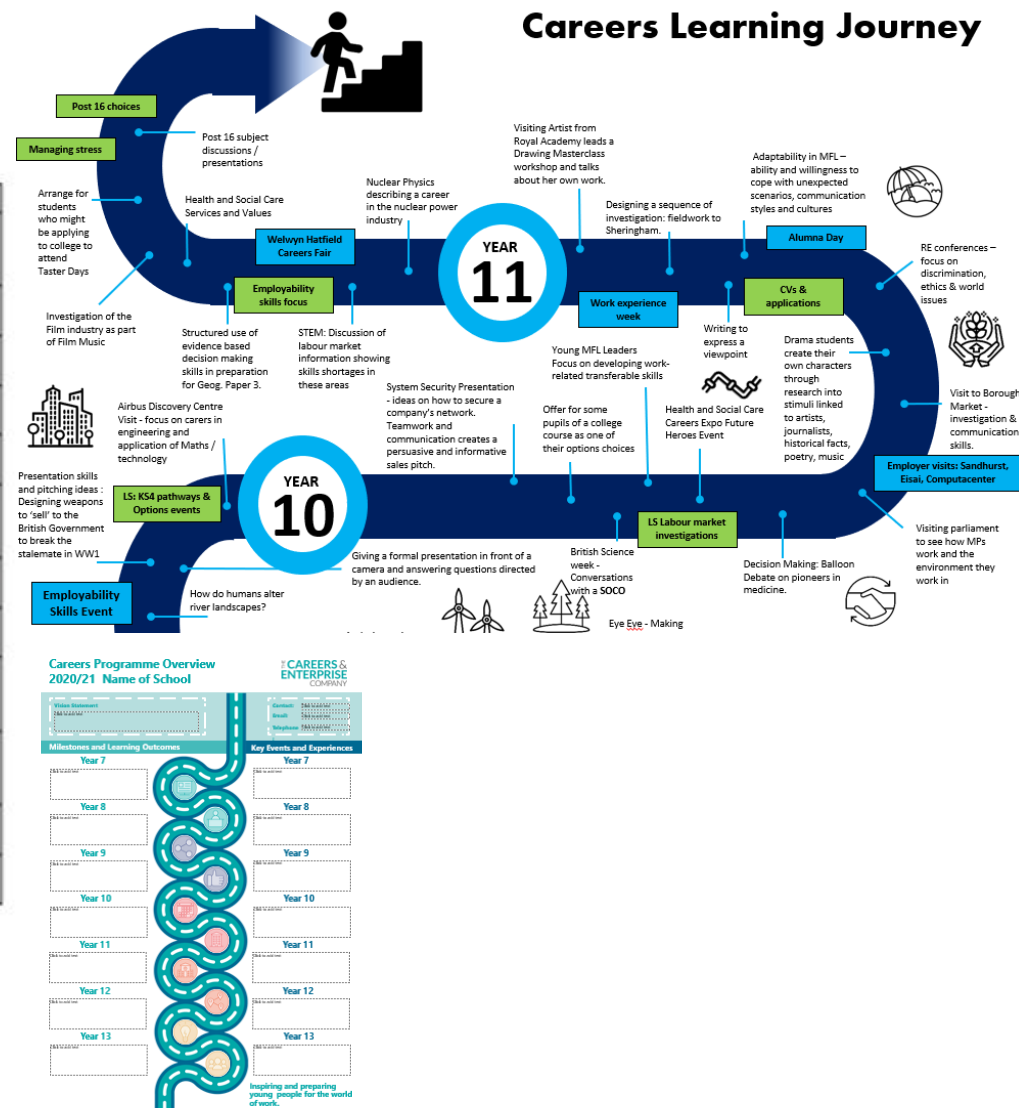
Suggested resources to support Gatsby Benchmark 4 – Linking Curriculum Learning to Careers

Subject	Organisation	Weblink	Details
Science	GSK Science Resources	https://www.gskstemeducation.com/learning-resources	Need to create a login to access the resources; registered users will hear about new events and plans for the programme. GSK Science Education has been developed to inspire students by bringing to life the amazing world of science.
Science	STEM Learning	www.stem.org.uk	Range of resources to support staff incorporating careers into their curriculum learning. Go to 'Resources' and type "careers" into the search box.
Science	BP Education Services	https://bpes.bp.com >Secondary	Free teaching resources designed to bring real life into the classroom. Activities, videos, quizzes etc. Register for access to full resources.
Science	icould	https://icould.com > Explore careers >Subject	Real life video case studies by people working in a range of industries/careers. Search by "Subject" to find videos which are related to science.
Science	National Space Centre	https://education.spacecentre.co.uk	Science based workshops (at the Space Centre) and virtual classroom activities (costed).
Science	Royal Society of Biology	https://www.rsb.org.uk >Education >Teaching-resources >Secondary-schools	Links to sources of useful resources including "Biology Changing the World" - information and video interviews about biologists who have made a difference to the world today.
Science	Royal Society of Chemistry	www.rsc.org/careers/future/teachers-and-careers-advisers	A range of resources including factsheets linking curriculum learning to careers and career inspiration videos.
Science	Institute of Physics	www.iop.org >Education >Teaching Physics in school and college	A range of resources including lesson plans and ideas for off-timetable activities.
Science	Anglian Water	https://www.anglianwater.co.uk/in-the-community/schools/learning-at-home/	A set of 12 lessons plans focusing on water – for school or home-based learning.
Science	Young People's Trust for the Environment	http://ypte.org.uk/audiences/teachers	Lesson plans and resources designed to educate young people about the environment and sustainability.
English	icould	https://icould.com > Explore careers >Subject	Real life video case studies by people working in a range of industries/careers. Search by "Subject" to find videos which are related to English.
English	BBC	https://www.bbc.co.uk/teach/young-reporter/	Young reporter resources and events – register for full details.



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Partnership

Careers Learning Journey



Gatsby Benchmark 4

Linking Curriculum Learning to Careers

- Use the Careers and Enterprise Careers Modelling audit in a staff/department meeting/INSET
- Look for a Careers Champion in each department-perhaps meet as a group once a half-term or term
- Consider using the Gerrard Liston 6 Step Model:
- Meet with an employer virtually to explore a project or use off the shelf examples from our handout or new resource from CEC

Modelling audit tool:

Step 1. Strategic Commitment & Priorities

Purpose:

Gain senior level and strategic commitment
Pick starting points for curriculum projects

Step 2. Bringing Subject Lessons 'To Life'

Identify teacher, subject & scheme of work
Summarise key educational objectives

Step 3. Purposeful Projects & Challenges

Ensure the project will motivate students
Shape classroom learning resources

Step 4. Employer Engagement & Partnerships

Identify and approach potential partners
Plan the role of the partner organisation

Step 5. Student Self-Assessment & Development

Impact on motivation, aspirations & skills
Evaluate for cohort and individual students

Step 6. Project Success & Sustainable Practice

Showcase work with an expert audience
Share good practice with other teachers

<https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/BM4%20Modelling%20Tool%202022.pdf>

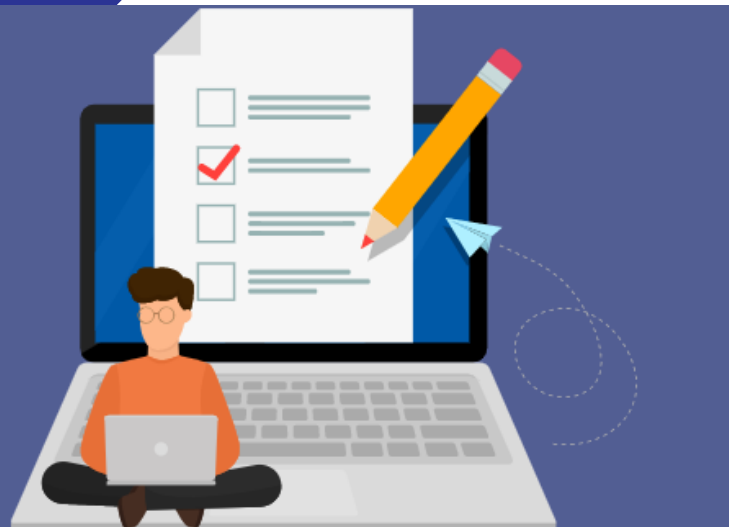
Gatsby Benchmark 5

Encounters with employers and employees

Gatsby Benchmark 5

Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.



What good looks like

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.
- Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of students' own part time employment and the influence this has had on their development.

*A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.

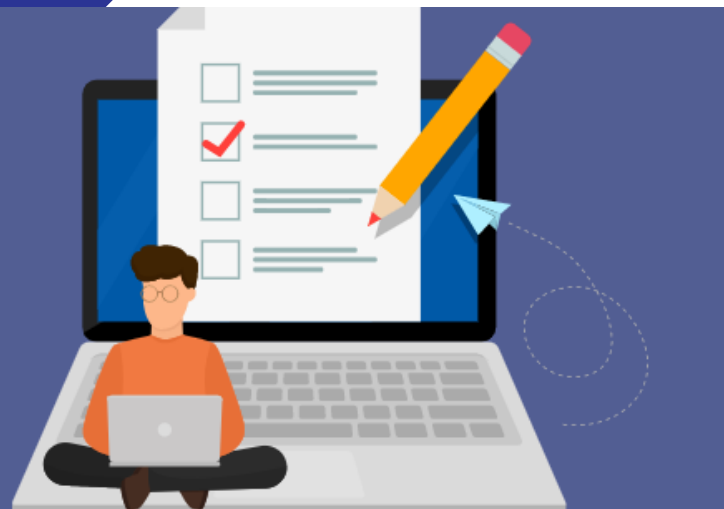
Gatsby Benchmark 6

Experiences of the workplace

Gatsby Benchmark 6

Experiences of workplaces

Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.



What good looks like

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, or before the end of their study programme, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have

Gatsby Benchmark 5 & 6 examples that gives aims and purpose to your careers programme and have impact



THE CAREERS &
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- Work experience/shadowing
- Block placements
- Employer visits/tours
- Careers talks
- Careers fairs
- Virtual programme-WEX/talks/fairs/mock interviews/assessment centres
- Enterprise competitions
- Inspiration/alumni activities
- Mock interviews
- Mock assessment centres
- Careers speed dating/networking
- LinkedIn profile work, employability, application hints and tips employer perspective, WEX prep with an employer
- Get your Enterprise Adviser involved....
- Prep/make it meaningful and reflect

Learning about careers and the world of work*	Developing yourself though careers, employability and enterprise education *	Developing career management and employability skills*
Sense check of career interests/ideas	Increasing student confidence	Understanding workplace behaviours/expectations
Raising opportunity awareness	Raising aspiration	Developing competencies within recruitment processes
Exploration of career opportunities	Supporting socialisation	CV development
Understanding pathways at 16 and 18	Engaging the disengaged	Developing a student's network
Understanding LMI (Labour Market Information)	Increasing student maturity	Understanding enterprise and self -employment
Supporting positive destination data/reduce NEET (Not in Education, Employment or Training)	Developing specific practical skills	Getting 'real-life' experience of work via projects, etc
Understanding specific sectors/roles	Essential skills development i.e. Developing teamwork	Securing part-time work
Challenge stereotypes		Essential skills development i.e. Developing teamwork

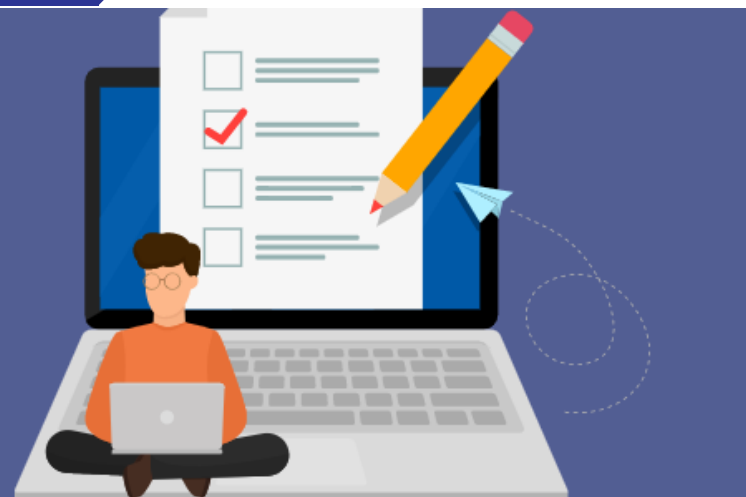
Gatsby Benchmark 7

Encounters with further and higher education

Gatsby Benchmark 7

Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.



What good looks like

All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every student should have had a meaningful encounter* with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
- By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.

*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

Gatsby Benchmark 7

Encounters with further and higher education

Sixth-form



Assemblies/talks



Two meaningful visits
to Universities

General FE Colleges



Visits/Virtual visits



Information about
apprenticeships
including higher-level

Meaningful
encounters with
universities



TRACKING



Unifrog/Compass
Plus/Excel spreadsheet



Encounters with
Independent Training
Providers



From Jan 2023 The new provider access legislation (PAL) will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

Encounters need to be meaningful, two way with opportunity to ask questions and be within the school day

Provider Access Legislation (PAL)- from Jan 2023 6 encounters



Hertfordshire
Local Enterprise
Partnership



What is the provider access legislation?

The provider access legislation introduced in January 2018 requires all maintained schools and academies to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to access Year 8-13 pupils, and to make sure the statement is followed.

What are the new requirements of the provider access legislation?

The updated provider access legislation specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (Year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (Year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for students

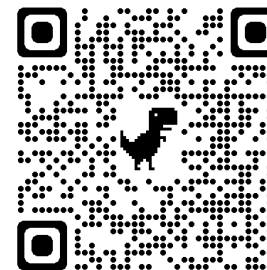
To promote the quality and consistency of provider encounters, the legislation includes a new set of minimum information that the school must ask the provider to give pupils during each encounter.

When will the updated provider access legislation be enacted?

The updated provider access legislation will come into force on 1 January 2023.

What support is available to Careers Leaders to help meet the requirement?

- Several resources will be released in November-Jan to support your understanding and implementation of PAL
- Compass+, the online self-evaluation tool will also be updated to enable you to record, track and evidence against the new requirement
- If your school is in a hub, your Enterprise Coordinator is available to help signpost you to relevant information and support conversations about PAL with your Senior Leadership Team. More info will become available here: <https://www.careersandenterprise.co.uk/fe-skills/provider-access-legislation/>



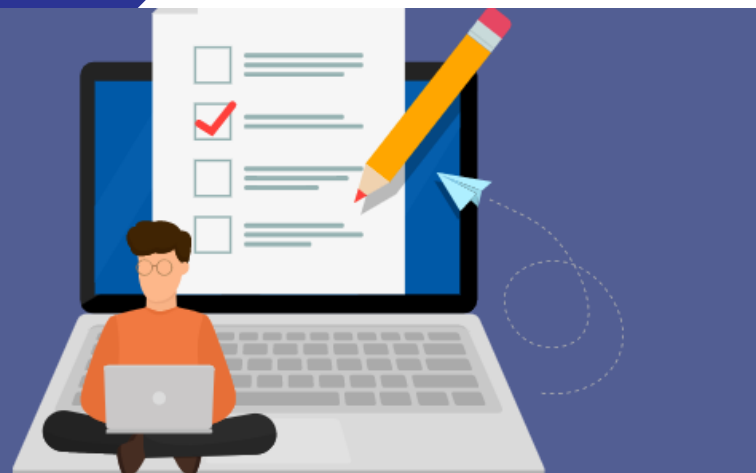
If you have any further questions, please do not hesitate to contact: provideraccess@careersandenterprise.co.uk

Gatsby Benchmark 8 Personal Guidance

Gatsby Benchmark 8

Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.



IAG minimum Level 6
Adviser recommended
to be on CDI register

Appointments need to
be around 1 hour to
allow for guidance not
advice using guidance
theory

Appointments for
students year 7-11 with
all before end of year
11

Appointments for sixth
formers, drop-in
sessions and offer made
to all for the
opportunity

What good looks like

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an **appropriate level***.

These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

* The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this [register](#)

Gatsby Benchmark 8 Personal Guidance

When an adviser works 121 together with a student to create an action plan for their future.

Typically at option choices and transition times.

Also useful for those who don't know what they want to do.

Aim to empower the students with lifelong career management tools, so this can take time!

In the appointment the student can explore things, such as “Dream Job” what would you like from the future? Where would you like to live? What type of learner are you? With raising the students awareness of what is needed e.g. qualifications this can motivate the student to achieve this. As well as focusing them to gain relevant work experience. They look at likes and dislikes, work with someone who is non judgemental and impartial who can guide them, gently challenge them, aim to raise their aspirations, give students reflection time.

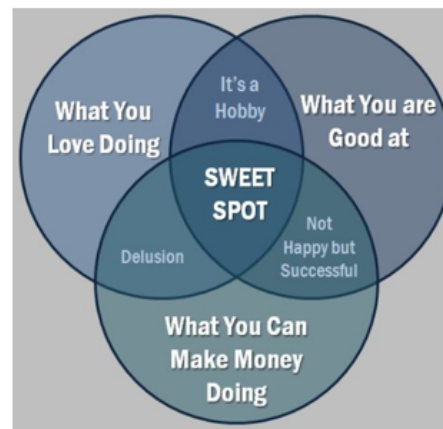


Gatsby Benchmark 8 Personal Guidance

Gatsby Benchmark 8 Personal Guidance Why is it important?

• Key questions

- What are you good at?
- What do people tell you are good at?
- What's holding you back?
- Do more of what you are.
- Students need to be able to ask for an appointment...which means there needs to be capacity to do so.



Source: The Adaptive Marketer March 2020

- Need time and a budget for students to....
- Explore skills and life aims.
- Look at suitable options.
- Attempt to demystify Labour Market Information.



Hertfordshire Skills Framework	
The skills that Hertfordshire employers value	
Personal & people	Hertfordshire understanding
Motivation and ambition	<ul style="list-style-type: none"> Actively participate Show enthusiasm Knowledge of the sector Pursue aspirations and goals
Confidence	<ul style="list-style-type: none"> Willing to meet new people Able to hold conversations with peers, managers and customers Recognise own strengths and able to present these
Respect and good manners	<ul style="list-style-type: none"> Listen and learn Recognise the feelings of others Be polite Remain calm
Determination and resilience	<ul style="list-style-type: none"> Commitment to get things done Learn from mistakes and accept criticism Resist distractions Adapt to changes
Adaptability	<ul style="list-style-type: none"> Flexible to cope with changing demands Able to apply knowledge to different situations
Teamwork	<ul style="list-style-type: none"> Cooperate with others Recognise skills in others Value contribution from others

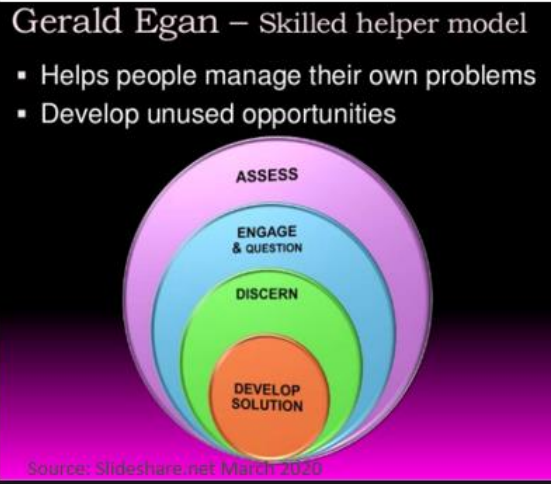


Gatsby Benchmark 8 Personal Guidance

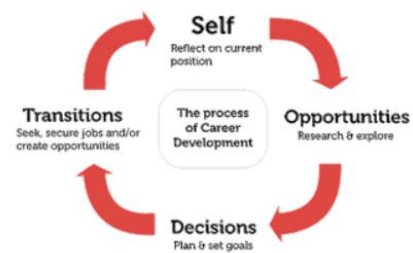
- Support student to overcome barriers, but can also signpost to other support networks such as counselling.
- Needs to be personal and tailored.
- Advice must be impartial and at best interest of the student.



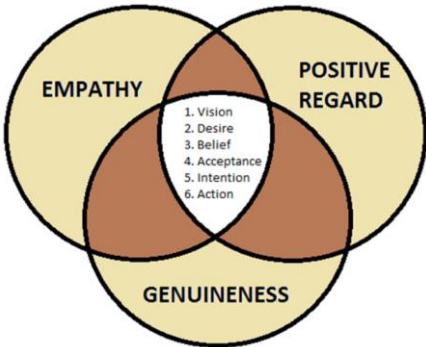
- **Egan’s Skilled Helper Model**
- This is a model used a lot in counselling or coaching situations where the object is to achieve lasting change and to empower people to manage their own problems more effectively and develop unused opportunities more fully.
- As much of a personal tutor’s role is to help students help themselves, this is a particularly useful framework.
- The model has three stages which can be summarised as
- Exploration - What is going on?
- Challenging - What do I want instead?
- How might I achieve what I want?



Law & Watt's DOTS model



• Law & Watt's DOTS Model, 1977 (RMIT, n.d.)



MOTIVATIONAL
INTERVIEWING

R

RESIST telling them what to do:
Avoid telling, directing, or convincing your friend about the right path to good health.

U

UNDERSTAND their motivation:
Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.

L

LISTEN with empathy:
Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.

E

EMPOWER them:
Work with your friends to set achievable goals and to identify techniques to overcome barriers.

A lot more to it than just a quick chat...

FREE INTRODUCTORY CAREERS LEADER COURSE & FREE LEVEL 6 or 7 CAREERS LEADERSHIP COURSE



Hertfordshire
Local Enterprise
Partnership



FREE short online Careers Leader modules:

www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/online-learning-modules

Careers Leader Induction

https://careersenterprisecompany-learnedcpd.talentlms.com/catalog/info/id:129,cms_featured_course:1



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Get a £1000 bursary upon completion for your school's careers budget/pay for cover.



www.careersandenterprise.co.uk/careers-leaders/careers-leader-training



Find a video from each course provider:

<https://www.youtube.com/playlist?list=PLok8K4I1AJqbITzSHOsPwRUJF7ZMzZp4d>

