



Enhancing School-based Careers Work for Years 7-9

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Executive summary

1. Summary

This study developed and tested ways of enhancing school-based Careers Education, Information, Advice and Guidance (CEIAG) for pre-GCSE pupils and worked towards a whole-school CEIAG strategy in two schools in East London in light of the shift of responsibility for careers work from the local authority to schools themselves. The project focuses particularly on Careers Education, understood as providing the wider context for the one-to-one Careers Advice and Guidance sessions more commonly associated with careers work. The following, based on our experiences in this project, provides summary guidance points for schools and other partners and can be used as a checklist to support schools to develop their CEIAG programmes, although it in no way comprises a comprehensive list of possibilities. More detail can be found in the full report attached. It should be noted that the local authority continues to provide CEIAG in these boroughs, and we are aware that this is not the case in all boroughs nationally, or even within Greater London.

2. Impact assessment

Funding has been received from the Aldgate and Allhallows Foundation, Tower Hamlets, to continue to monitor the impact of this project over five years in one of the schools, by tracking the same group of pupils as they experience different CEIAG inputs and make educational and careers decisions. This report reflects the initial impact analysis, which will be added to through the additional funding.

3. Conclusions and recommendations

Some schools are somewhat unprepared for their new statutory requirement to provide CEIAG and would benefit from increased support and guidance. However, the shift in responsibility from the local authority to schools has, to some extent, opened up the potential for more flexibility in terms of CEIAG work. This study suggests that although 'Careers Education' has been removed from the statutory requirement, it adds considerable value to any CEIAG programme, provides the wider context in which effective Careers Guidance can take place and can make a real difference from Y7 upwards.

In the schools in which we worked, enhancing the Careers Education aspect of the CEIAG programme had a positive impact on staff and pupils. Awareness was raised among the staff of their statutory duty to provide careers guidance, many of whom had been unaware of this prior to the project and had not considered careers work something they could contribute to. There was some evidence of increased staff engagement, of more staff making explicit connections with careers in their work with pupils, and of careers becoming generally more integrated into the school culture and curriculum. Equally, although the pupils interviewed at the start of the project had ideas about what they wanted to do in the future, most of these aspirations were quite traditional and there was much uncertainty about different routes, opportunities and relevant subject choices. The Careers Education work conducted with Years 7-9 was shown to provide context for GCSE choices, widen

pupils' horizons, help them to aspire higher or more realistically, increase their awareness of alternative pathways and increase confidence levels about the future.

3.1. The role of schools

There is a great deal that schools themselves can do to enhance their CEIAG work. From our experiences on this project, the following recommendations can be made:

3.2. Internal provision

- CEIAG should be a strategic priority for the school. The Headteacher needs to be fully on board and provide leadership.
- CEIAG work should be overseen by a member of the senior leadership team who directly line manages and supports a Careers Coordinator.
- A school governor should be selected to champion CEIAG and to provide extra leadership, support and monitoring.
- A staff working group can help progress the CEIAG agenda and raise awareness and enthusiasm among staff.
- A student working group can give pupils a voice in the CEIAG agenda and raise awareness and enthusiasm among the pupil body for CEIAG.
- Centralised records should be kept on pupil destinations, achievement, guidance and aspirations and used to inform the CEIAG programme.
- CPD for the Careers Coordinator is important for keeping up-to-date with a fast-changing area.
- CPD sessions for teaching staff in CEIAG can give them the opportunity to communicate about what they do already to create a more structured approach, and support them to integrate careers work into their subject areas.
- CEIAG opportunities and pathways can be made more familiar to pupils by increasing visibility through wall displays, noticeboards and screens around the school.
- The links between individual subjects and study routes/ careers should be made clear for pupils choosing their GCSE options, integrated into individual subjects and at 'Options' events.
- Pupils should have the opportunity to find out about the full range of different kinds of education and training routes, from Russell Group universities to apprenticeships and NVQs.

- Off-timetable activities (full or half day) organised in-house which can provide industry insights can support regular curriculum work in CEIAG and inspire pupils. Advantages include it being free of cost and volunteer speakers can be found using the staff's own contacts. Disadvantages include it requiring a lot of school resources in the form of staff time, and the activities will therefore need the full support of teaching staff to make them work well.
- Advice and information sessions for parents can help engage parents and update their knowledge of the labour market and opportunities - particularly important as families are the most influential group over a young person's educational decisions.

3.3. External support for schools

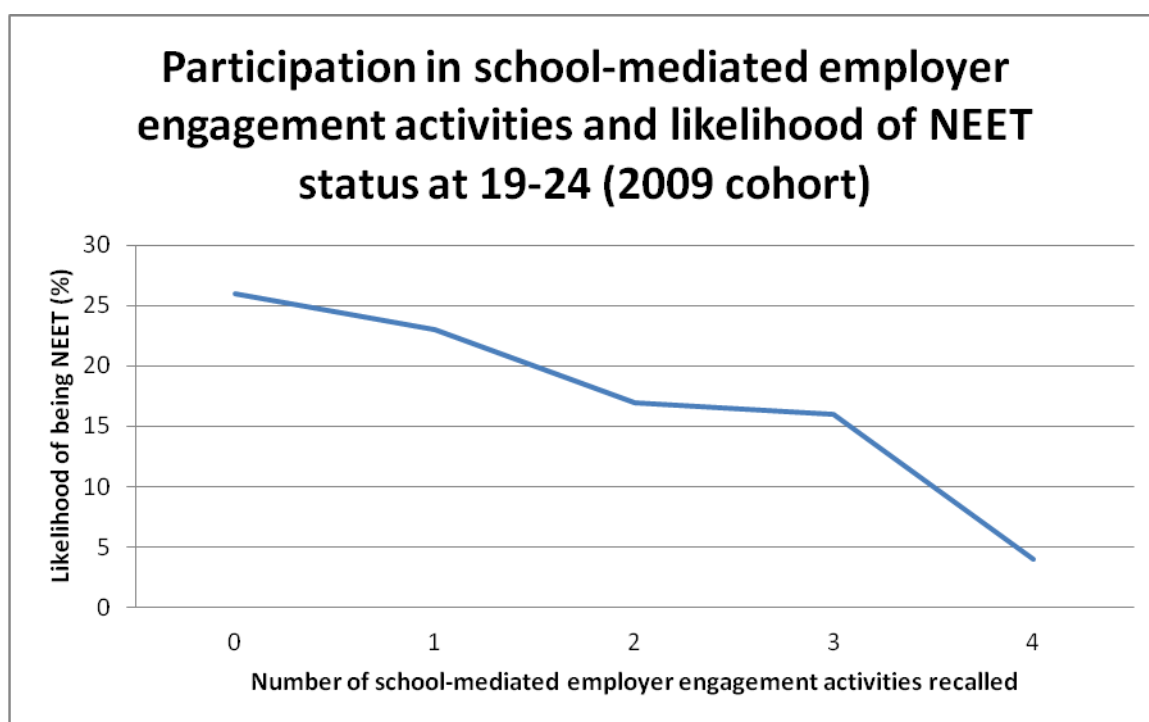
- Schools would appreciate more support in delivering CEIAG provision, including more comprehensive Labour Market Information (LMI), and timely information on events and opportunities. Some Local Authority careers services provide services such as these for a fee, which schools could potentially make more of. The National Careers Service (NCS) is also planning an extension of its services to provide such support in the near future.
- A regularly-updated database of local organisations and employers who provide careers input would be very useful to schools. The NCS and GLA are planning on providing this service.
- Working with external education providers for one-off activities can provide industry insights and increase employer engagement, and can be a good option if the school doesn't have the resources to organise an event in-house. However, this can be expensive (costs vary), external companies vary and do not always deliver what they promise, and the school needs to ensure that the input will be explicitly careers-related and check the suitability of materials beforehand.
- Several local and national employers offer CEIAG programmes which provide longer programmes of engagement such as mentoring and visits. These vary considerably and work best if they are part of a structured programme.
- Several local and national providers offer careers-related trips for school groups which can broaden pupils' horizons and provide Careers Education. These are particularly beneficial if the careers element is made explicit.
- Online resources can be a good way of engaging large numbers of pupils at the same time, or giving them the chance to research careers and opportunities at their own pace. However, specific programmes vary considerably, and computer access is lacking in some schools.

Enhancing School-based Careers Work for Years 7-9.

1. Introduction

This 10-month study developed and tested ways of enhancing school-based Careers Education, Information, Advice and Guidance (CEIAG) for pre-GCSE pupils and worked towards a whole-school CEIAG strategy in two schools in East London in light of the shift of responsibility for careers work from the local authority to schools themselves. The project focuses particularly on Careers Education, understood as providing the wider context for the one-to-one Careers Advice and Guidance sessions more commonly associated with careers work. The following, based on our experiences in this project, provides summary guidance points for schools and other partners and can be used as a checklist to support schools to develop their CEIAG programmes, although it in no way comprises a comprehensive list of possibilities.

Evidence shows that good CEIAG helps young people make the right choices regarding education and employment, raise aspirations, motivation and achievement, and reduce the likelihood of them ending up in the NEET (Not in Education, Employment or Training) category (OECD, 2010; Mann, 2012). Recent British research shows that there is a statistically significant positive relationship between the number of employer contacts a person between the ages of 14 and 19 experiences in school, and their confidence in progressing towards their career goals, the likelihood of them not being in the NEET category and their earnings at 19-24. Those who recalled four or more employer-related activities were five times less likely to be NEET and earned 16% more than peers who recalled no activities at all. These findings were not linked to highest level of qualification (Mann, 2012).



The Education Act 2011 handed over responsibility for careers work to schools, having withdrawn most of the national funding from Local Authority-led Connexions, the external holistic support service whose remit was to provide all kinds of IAG to young people in England. (Local Authorities still carry the remit to provide targeted careers guidance to those with special educational needs, and those who are disengaged or at risk of disengaging. However, schools have not been provided with any extra funds to fulfil this statutory requirement. Schools can therefore choose whether to commission from the Local Authority (if a service is provided), commission from private providers, take CEIAG provision in-house, or a combination of these (London Councils 2013).

This project focuses in particular on Careers Education, as opposed to Careers Advice and Guidance. Careers Guidance is normally understood as individual support provided on a one-to-one basis to support transitions and decision-making. Careers Education in schools is understood as a more integrated approach to careers work in the school and curriculum, which provides the wider context for individual advice and guidance. It includes topics such as understanding the labour-market, different transition routes and job families, making explicit links between subject areas and careers, and also a wider understanding of decision-making processes and life and career management skills. The requirement for schools to provide Careers Education has been removed from the updated statutory requirement, which states that schools should provide 'independent' and 'impartial' Careers Guidance (DfE 2014). However, good Careers Education adds value to Careers Guidance, and it is for this reason that we have focussed particularly on Careers Education. The statutory guidance also focuses strongly on links with employers. We therefore looked to enhance these as part of the project.

Although the careers work conducted as part of this project involved whole year groups, the groups of pupils who we tracked most closely in evaluating the project were middle-attainers. Studies highlight the particular difficulties of the middle-attainment group, as one of the groups most in need of CEIAG because of the potentially wide range of academic and vocational options open to them, but least likely to receive adequate support (Colley et al, 2010; Fuller, 2012).

We also focus in this project on years 7-9. This is because despite evidence to show that careers work is more beneficial the earlier it begins, and provides context for GCSE choices made in Y9, most secondary schools only engage with CEIAG in years 10 and 11 (e.g. Morgan et al, 2007).

1.2. Impact assessment

Funding has been received from the Aldgate and Allhallows Foundation, Tower Hamlets, to continue to monitor the impact of this project over five years in one of the schools, by tracking the same group of pupils as they experience different CEIAG inputs and make educational and careers decisions. This report reflects the initial impact analysis, which will be added to through the additional funding.

2. The study

The study was conducted by researchers at the Cass School of Education and Communities, University of East London.

2.1 Aims

The study aimed to:

- map the current CEIAG infrastructure for young people in two case study schools;
- raise awareness in the two schools of the importance of effective CEIAG;
- support the individual schools to work towards developing a fully-integrated CEIAG strategy tailored to the school;
- pilot models of school-based CEIAG for Y7-9 to provide context to young people's transitions and broaden young people's aspirational horizons;
- make practical recommendations on effective, appropriate and relevant school-based CEIAG which are potentially replicable.

2.2. Methods

Stage 1 Mapping, preparation, planning

- Map CEIAG provision for the two case schools and identify gaps in provision and challenges to improvement.
- In each school, work with the head teacher, school careers coordinator, selected subject teachers, local careers advisors, selected young people, parents and local employers/ employers' networks in order to develop potential alternative CEIAG models to address gaps and challenges, which build on and enhance current practice.

Stage 2 Test some preferred models through delivery in the case schools.

Stage 3 Evaluation

- A sample group of young people in the middle attainment group from each school was tracked throughout the project to record experiences and perceptions of CEIAG, shifting aspirations, transitions and achievements.
- Young people were selected according to predicted GCSE grades; middle-attainers were considered those likely to gain 4-7 GCSEs (A*-C).
- In School 1, Y7-9 (n=21) were interviewed; in School 2, Y 7-8 (n=15). The young people were interviewed in focus groups at the beginning of the project and again at the end. One-to-one interviews were conducted with 12 members of staff at each school at the beginning of the project, and again with 5 at the end.
- The data was supplemented by many informal conversations with staff and students throughout.
- Observations were conducted of different CEIAG-related sessions and notes taken.

2.3. Analysis

Data was collected and analysed with reference to the Career Development Institute's guidelines (2013) *The ACEG framework for careers and work-related education*, published by the Association for Careers Education and Guidance, and also the recent OFSTED report (2013) *Going in the right direction? Careers guidance in schools from September 2012*.

3. The schools- background

3.1. The schools

Two schools volunteered to take part in the study.

- *School 1* is located in Newham. It is a mixed, 11-16 school in a deprived area with a large number of pupils eligible for free school meals.
- *School 2* is located in Tower Hamlets. It is a single-sex girls' school with a sixth form in an area of high deprivation with a high number of pupils eligible for free school meals.

The schools have been anonymised in the report to maintain confidentiality.

3.2. Careers emphasis prior to 2013/14

- In both schools explicit careers work focussed on Y11, with some work in Y10, and the sixth form in School 2;
- The main focus was Careers Advice and Guidance, mainly college applications, work experience and 1-1 guidance interviews, with one-off visits to career fairs and universities;
- Little Careers Education was taking place, and that which was happening was not happening in a structured way;
- There was little provision for Y7-9, except for Options events for Y9, and some good work in individual subjects which was careers-related, but mostly not explicitly so .

3.3. Local Authority support

- Although funding has been withdrawn from CEIAG nationally, a good local authority service remains in both boroughs. In Newham support is provided by 15billion, formerly the Connexions service and now a privatised company which has won the contract from the LA to provide CEIAG in the borough. In Tower Hamlets it is provided by Tower Hamlets Careers Service.
- Free of cost, schools are provided with one-to-one guidance sessions for young people with Special Educational Needs (SEN) and young people at risk of becoming NEET in Y11.
- Both boroughs run a borough-wide Careers Network which meets regularly.
- Both services provide a range of other CEIAG support which has to be paid for which potentially includes group activities, Labour Market Information (LMI) for tutors, and subject-focussed careers work.

- Despite the availability of these services, both schools felt to a certain extent unsupported with their new CEIAG remit.
- School 1 was buying in one-to-one guidance interviews for all of Y11, and for some Y10's from 15million.
- School 2 was buying in guidance interviews from careers advisors from Prospects, who they consider more flexible.
- Both schools found it challenging to get more support for Careers Education activities, including groupwork and events, and had decided to look elsewhere for support in Careers Education.

4. Main challenges in enhancing CEIAG provision for Y7-9

4.1. Staff

- Some staff are doing relevant and effective careers-related work in their own individual lessons; however this was largely uncoordinated;
- There was little awareness among teachers that CEIAG has moved into schools;
- Most teachers interviewed did not see careers as a joined-up effort across all subjects, and some did not see it as something they could contribute to;
- Wider employability skills were not explicitly recognised by some teachers;
- Staff knowledge of the London labour market was quite limited;
- There was low awareness of the potential of careers work to address inequalities;
- Some teachers are very keen to enhance the CEIAG input. However, teachers are already extremely busy and some feel that doing careers work is simply adding to an unrealistically long list;
- Some staff feel that pupils and their parents have very narrow expectations and aspirations, and that there may be “cultural issues”, particularly with pupils of Asian heritage, which mean they are encouraged to aim only for professions such as law or medicine, and if they do not achieve these, to settle down and marry rather than working. It is possible that, whilst there may be some truth in such statements (it is beyond the remit of this study to test this), this belief may also be contributing to negative attitudes among some teachers towards doing more careers work, because they believe they will have little influence.

4.2. Pupils

- Most of the students had thought about future aspirations and had an idea of what they wanted to do;
- Most of the professions which interested them are quite traditional and narrow, thus there is real scope for widening pupils' horizons regarding careers aspirations;
- Pupils also seemed to aspire quite highly, which challenges popular discourses about young people from disadvantaged backgrounds having 'low aspirations';
- Some of their aspirations could be seen as somewhat unrealistic, thus there is a need to increase awareness about job families and alternative pathways;

- There was limited awareness around routes into particular professions and links between subjects and careers;
- Overall pupils reported that very few teachers at secondary school had asked them what they wanted to do (for some this was none at all, for some it was a form tutor, for a couple of individuals a subject teacher);
- They also reported that they could remember having done no, or very little, careers-related work at secondary school;
- They reported that their families discuss aspirations and careers with them, and most were supportive of their dreams, but also expected them to do well. A couple reported that their parents wanted them to do something other than what they aspired to themselves;
- Y9 pupils reported that rather than asking them what they aspired to, teachers tried to encourage them to pick their own subject for GCSE, which lacks impartiality;
- Virtually none knew what an apprenticeship is;
- Y9 pupils interviewed at School 1 in January did not know who the Careers Coordinator was, had not at that stage had a careers fair or options evening and did not know when these would take place, nor when they would be required to choose their options, nor which subjects were optional and which core;
- All pupils interviewed agreed that they would appreciate some guided research time so they could find out more about different pathways and subject requirements.

5. School-based CEIAG provision for Y7-9

5.1 School-based CEIAG provision at both schools

The table below shows the activity related to CEIAG for Years 7-9 at both schools. Some of this provision is related to changing school structures and practices in order to enhance provision, some refers to individual activities. Some relates to whole school approaches, and therefore inevitably impacts upon Years 7-9, and some relates directly to these cohorts. Some provision was in place when we started the project, and was in the process of being enhanced, some started as part of the project, and some is in the planning and preparation process. Only those activities which are planned but not fully prepared do not appear in this table, however, we do mention these in the detailed sections below as recommendations. There are elements of Careers Education which were not tested as part of this project, and further links are provided at the end of the report for those seeking more information.

5.2. Table of school-based CEIAG provision at both schools

Provision/enhancement/activity	School	Length of time	Who was involved	How many were involved
Careers leadership	Both	ongoing	Senior Leadership Team	Whole school
Whole school CEIAG strategy	Both	ongoing	Staff	Whole school
Careers coordination	Both	ongoing	Senior Leadership Team	Whole school
Staff advisory group	School 2	ongoing	Group of staff volunteers	Approx 10 members of staff
Pupil advisory group on careers	School 1	Emerging, to be ongoing	Representatives from existing Pupil Voice Group	Approx 6 pupils
CPD for staff on CEIAG	School 2	Two sessions of an hour each	Voluntary members of staff	12-15 members of staff
Improved record-keeping to inform CEIAG programme	Both	ongoing	SLT, Careers Coordinator, other staff as needed	N/A
Careers learning better integrated into the curriculum	Both	ongoing	All staff	Whole school
Options events for Y9	Both	ongoing	SLT, Careers Coordinator, subject leaders, all staff involved in teaching Y9	Staff and Y9
Improving visibility of careers	Both	ongoing	All staff	Whole school
CEIAG work with parents	School 2	Emerging, to be ongoing	Parent representatives	2 people but to be extended
Mentoring programmes with employers	School 2	ongoing	Years 8-13	Small groups; exact numbers unavailable
Annual 'School goes to London Day'	School 1	One whole day annually	Whole school	Whole school
The Big Bang exhibition	School	One whole	Several members	Several

	1	day annually	of staff; Y8	members of staff; Y8
The Centre of the Cell	School 2	One whole day annually	Several members of staff; Years 7-10	Several members of staff; Years 7-10
'Careers in Humanities day'	School 2	One whole day	Careers Coordinator, staff members, Y7	Several staff members and Y7
Getting Ahead	School 2	One whole day	Y9	Y9
Pathways event	School 1	One whole day	Careers Coordinator, staff members, Y9	Several staff members and Y9
Barclays LifeSkills Event	School 1	One whole day	Careers Coordinator, staff members, 50% of Y7	Several staff members and approx 90 pupils
The Real Game	School 1	One whole day	Careers Coordinator, staff members, 50% of Y7	Several staff members and approx 90 pupils
'Careers in STEM day'	School 2	One whole day	Careers Coordinator, staff members, Y7	Several staff members and Y7
'Careers in the Arts day'	School 2	One whole day	Careers Coordinator, staff members, Y8	Several staff members and Y8
Believe in Young People online resource	School 2	Approx. two hours per person	Staff volunteers and Y8	Figures not available

5.3. School-based CEIAG provision: detail and lessons learned

This section provides detail of the enhancements in the schools' CEIAG programmes which have either taken place or are in the planning process, and which impact either on Y7-9, or the whole school. We focus on the lessons learned, based on the different models of delivery which we tested at the two schools, and we have made suggestions and recommendations based on these experiences.

5.3.1. Careers leadership

- CEIAG should be a strategic priority for the school. The Headteacher needs to be fully on board and provide leadership. This will mean that wide-reaching changes can be made more easily.

- A school governor should be selected to champion CEIAG to provide extra leadership, support and monitoring.

5.3.2. Whole school approach

- Schools should work towards developing a whole school CEIAG strategy.

5.3.3. Careers coordination

- CEIAG work should be coordinated by a member of the senior leadership team who directly supports and monitors a Careers Coordinator.
- Ideally, the careers coordinator should have some formal careers training, although at least two thirds of school careers coordinators in England do not.
- The careers coordinator should be a full-time post as it is a very time-consuming job.
- If the careers coordinator is not a member of teaching staff, this is advantageous in that s/he can devote time to careers. However, if s/he is a member of the support staff, s/he will probably have correspondingly low standing and will need extra support from SLT.
- CPD for the Careers Coordinator is important for keeping up-to-date with a fast-changing area, to be able to provide the best possible CEIAG programme. At School 1 the CC participated in *Excelling at Careers Education Inspections - Achieve Outstanding Careers Guidance* run by Understanding ModernGov (Cost: £445). Sessions included:
 - Understanding the role of careers education at inspection;
 - Evidence success through destination data;
 - Effectively develop partnerships with employers;
 - Ensuring expertise in your workforce.

5.3.4. Advisory groups

- A CEIAG staff working group can help progress the CEIAG agenda and can raise awareness and enthusiasm among other staff to support initiatives.
 - The senior leadership team does need to be perceived as leading the agenda, even if they do not always attend.
 - It will work best if a key person from each department is a member.
- A student working group can give pupils a voice in the CEIAG agenda and raise awareness and enthusiasm among the pupil body for CEIAG.

5.3.5. CPD for teaching staff

- CPD sessions for staff in CEIAG can
 - raise awareness of CEIAG and statutory guidance;
 - update staff on the work at school; inspire them to support the CEIAG agenda;
 - give them the opportunity to communicate about what they do already in order to create a more structured and holistic school approach;
 - support them to integrate careers work into their subject areas and gain input on the CEIAG agenda.
- The regular CPD timeslot available at most schools can be used for these sessions.

5.3.6. Record-keeping

- Centralised records should be kept on pupil destinations, achievement, guidance and aspirations which are accessible to all staff and easily interpreted, and should be used to inform the CEIAG programme.
- The records should be monitored by senior staff.
- Collecting destination data is particularly difficult for 11-16 schools, and arrangements should be made with local colleges where possible.

5.3.7. Careers learning integrated into the curriculum

- Schools should aim to coordinate all careers-related activities in different subject areas into an overall careers strategy.
- Links should be made between individual subjects and potential careers /future opportunities in a specific field, for all years, not just Y10 and 11.
- Where careers-relevant skills are built, such as self-confidence, decision-making and problem-solving, the connections with careers should, where possible, be made explicit.
- Examples of good practice in Y7-9 included:
 - In tutor groups or English: students research a job role and present their findings;
 - IT and Computing: targeted sessions on jobs related to computing, including show videos on jobs, e.g. use of programming skills, creating apps, celebrities talking about how useful computing is. Session on 'Girls in Computing' to encourage a better gender balance.
 - Modern Foreign Languages: Business Spanish is available as an option in Y9, and includes sessions on CV writing;
 - Maths: teachers explicitly apply learning to real life situations in all aspects of Maths.
 - History: a murder mystery exercise where pupils have to discover the skills of a historian.
- A 'How far is work-readiness incorporated in lessons?' survey run by students in Y8 and 9. The results will inform some careers lessons which will be delivered to Y7 and 8 by a group of student learning ambassadors next year.

5.3.8. Options events for Y9

- 'Options' events for Y9 should take place as early in the year as possible to leave plenty of time for decision-making and questions.
- All subjects should make clear links between the subject area and related study routes, including possible apprenticeships, and related careers and pathways.
- Where the event involves going round to different subject classrooms, materials should be provided about related courses of study and professional areas and transferable skills.

5.3.9. Visibility of careers

CEIAG opportunities and pathways can be made more familiar to pupils by increasing visibility around the school, in both classrooms and communal areas. Staff can also refer to these so that pupils notice them. Examples included:

- a wall display with stories of the pathways of ex-pupils;

- a screen at reception with rolling information about local college and 6th form Open Days;
- a wall display with stories and pictures from work experience;
- wall displays in some classrooms showing the different careers linked to a specific subject as well as case studies of different people and the jobs they do.

5.3.10. Careers-related events and activities run by the school providing industry insights

CEIAG activities run in-house which can potentially provide industry insights and increase engagement with employers support the regular curriculum work in CEIAG, inspire pupils and are free of cost.

- The local authority careers service should be able to support such activities, although at a cost;
- If the event takes place over more than one lesson, it should have a good mix of workshops and talks;
- Volunteer speakers can be found using the staff's own contacts.

However

- For the school to organise whole days alone takes a lot of resources in terms of staff time;
- Half a day off timetable might be easier to organise than a full day;
- It will need the full support of teaching staff to make it work well.
- Examples from the project
 - *'Careers in Humanities day' for Y7 run by the school and volunteers found through staff contacts. (Full day cost free)* The pupils interviewed visiting volunteers and some staff on their different careers to gain an understanding of the job, the qualifications needed, the pathways into the job.
 - *Take yourself to work day for Y8 and Y9 (Full day cost free).* Pupils go to work with a member of their own family or friend and shadow them for the whole day. (For those who have no one to go with, staff contacts will be used).
 - *A series of seminars* with outside speakers from different professional fields.
 - *'Career Insights'* sessions run by the local qualified careers advisor on specific jobs or job families, e.g. 'So you want to be a doctor...?' which will be open to smaller interested or targeted groups from each year group.
 - *Labour Market Information sessions for teaching staff run by the local authority (cost will vary).*

5.3.11. Work with parents

Families are the most influential group over a young person's educational decisions. However, their information on transitions, opportunities and the labour market may be out-of-date, or they may be influenced by stereotypes. Ideas for engaging parents include:

- Advice and Information sessions for parents;
- University trips for parents.

5.3.12. External provision

5.3.12. i. Developing longer term links with employers and businesses

Several local and national employers offer CEIAG programmes such as mentoring, visits, trips and work experience. Some of these can be suitable for Years 7-9.

- These work best if they are part of a very structured programme;
- Some only benefit smaller groups.
- Good mentoring programmes include:
 - international law firm Bird and Bird (Years 8-13);
 - auditors KPMG (Years 9-13).

5.3.12. ii. Careers-related visits and trips

- *Annual 'School goes to London Day'* for the whole school, during which all years go on trips to various cultural or sporting destinations, although this is not necessarily specifically careers-related;
- *The Big Bang exhibition for Y8 (free of cost)*. A STEM fair including careers workshops, which aims to inspire young people to study STEM subjects.
- *The Centre of the Cell, a science and health education centre in medical research laboratories at Queen Mary University for Y7-10 (Cost= £150 per 40 students)*. Aims: to raise career aspirations and improve attainment. Also includes Careers in Science & Health workshops facilitated by university students.

5.3.12. iii. Careers-related events run by external organisations providing industry insights and employer engagement

Working with external providers for one-off careers-related activities.

- These are run by both education providers and other, non-specialist companies which provide educational activities;
- This can be a good option if the school does not have the resources to organise an event in-house;
- Pupils enjoy meeting externals and can be inspired by a new face;
- Workshops should be interactive and engaging.

However

- External companies can vary a lot and do not always deliver exactly what they promise. For example, the schools found that the number of volunteers expected from Barclays and the Engineering Development Trust was far more than actually turned up on the day;
- They can be expensive;
- Some companies outsource to others which can hinder communication;
- The school needs to ensure that the input will be explicitly careers-related and check the suitability of materials beforehand, as the project schools found that some facilitators did not flag up the careers element enough, and some materials were pitched too high for Y7-8, despite having been marketed as suitable;
- Teachers will need to support the event and be present to assist.

Examples from the project:

- *Getting Ahead run by Tower Hamlets Education Business Partnership for Y9. (Full-day cost varies)*. A series of workshops on different work and

employability skills such as making a good first impression, listening and communicating, understanding employer expectations, working in a team, problem solving, applying for a job and developing good interview skills.

- *Pathways Event organised by Newham Education Business Partnership for Y9. (Full day £3400). Aims: to provide context for GCSE options, and widen Y9s horizons regarding careers and aspirations. Professionals from six different fields, three universities, two local colleges and an apprenticeship provider gave workshops for the students.*
- *Barclays LifeSkills Event run by a Barclays trainer and volunteers for Y7 (Full day no fee). Aims: young people are helped to gain the skills they will need in the world of work, including budgeting, researching a job, presentation skills and confidence building.*
- *The Real Game run by several members of staff trained to conduct the game with pupils by a Real Game Trainer for Y7 and 8. (Full day/ half day/ or can be split into several modules and used over a longer period. Online licence £150; trainer negotiable fee). A teaching resource on lifestyles, career development, job-roles, decision-making and budgeting.*
- *'Careers in STEM day' facilitated by the Engineering Development Trust and Hands on Science supported by STEM ambassadors for Y7. (Full day cost £1500). Aim: To inform about, and inspire pupils into, STEM careers. The students participated in three different hands-on STEM challenges in teams and the day concluded with a 'Careers in STEM' presentation.*
- *'Careers in the Arts day' facilitated by Half Moon Theatre for Performing Arts (Full day cost £1694 +VAT) and Street Style Surgery for Creative Arts (Full day cost approx £1600) for Y8. Performing Arts sessions: stage management and lighting; arts administration and marketing; acting and directing; music and sound. Creative Arts sessions: collaborative design; sculpture; print-making; public art. All facilitators provided a careers trajectory presentation.*

5.3.12. iv. Online resources

Online resources can be a good way of engaging large numbers of pupils at the same time, or giving them the chance to research careers and opportunities at their own pace.

- However, specific programmes vary considerably;
- Computer access can be a problem.

Example trialled during the project:

- *'Believe in young people' online psychological test about possible future careers with work experience options. (Cost £1000 to register whole school for 2yrs.) Trialled by Y8 and some staff.*

However, it was discovered in the trial that several girls were getting the same result in the test, and being recommended 'Supermodel' as a future career. Alternative online packages are suggested in the 'Useful Links' section below.

6. Impact of the enhanced programme of school-based CEIAG 2013-14

6.1. Staff

Interviews towards the end of the year suggested that the enhanced CEIAG programme had had some impact on some staff.

Staff are more engaged:

- “Teachers are getting more involved in CEIAG than they would otherwise”. (Careers Coordinator School 1)
- “After the CPD session I’ve seen some change in some staff.” (Student Aspirations Officer, School 2).

Staff are making connections with careers more:

- “Nearly all the teachers at School 1 who gave an options assembly this year mentioned careers.” (Careers Coordinator School 1)
- The Maths teacher in School 2 has made a new careers display on his classroom wall.

CEIAG is becoming a little more integrated:

- The teacher of the new GCSE in Business Studies has come to the careers coordinator for support with his planning, in order to get advice on integrating CEIAG in his curriculum right from the start.

6.2. Students

Focus group discussions and written evaluations after the events suggested that some, although not all, students had benefitted in several different ways from the enhanced programme:

Aspirations are more realistic:

- “you could see how real life is going to be when you are older, it helped you to realise what you are going to do [...] how much money you are going to spend” (The Real Game, Y7 pupil, School 1)
- “Architecture....I changed [my mind], I wanted to be an explorer”. (Careers assemblies, Y9 pupil, School 1)

Horizons are broadening:

- “It was really useful because people from different jobs came and from that we could decide our options and it could help us in our life” (Pathways event , Y9 pupil, School 1)
- “I liked it cos we learned different things, I’d never done engineering before at all so I learnt that you can do engineering with anything even scrap stuff, you can make it and plan design”. (STEM day, Y7 pupil, School 2)
- “...it was good, I liked the Art one cos I thought if you wanted to do Art you had to be an art teacher and teach kids how to draw but there’s more stuff to do like

illustrator, graphic designer so you can see there's so many jobs in that subject". (Careers in the Arts day, Y8 pupil, School 2)

- "The thing I most liked about the event was that I learnt a lot about team work and creativity and I found where my skills lie." (STEM day, Y7 pupil, School 2)

Making good decisions

- "Before the careers things I didn't know what options to take but after that I now know what to do, I'm going to be choosing History, RE and IT, I just enjoy them and think they'll lead me somewhere in the future" (Careers assemblies and Pathways event, Y9 pupil, School 1)
- "I really want to be a photographer, I'm not very arty or anything but I really enjoy it and I'm not sure if I really want to be an English teacher". (Careers in the Arts day, Y8 pupil, School 2)

Being more confident

- "...he said that if somebody asks you what you want to do if you don't tell them with confidence that means you don't really want to do it, so that made me think as well as I need to make sure that I'm 100% sure that I do want to do what I want to do and if anyone asks me I need to hold my hand up straight and say yeah this is what I wanna do even if anyone laughs at me". (Pathways event, Y9 pupil, School 1)
- "I wasn't too confident if I wanted to be a solicitor before this but after the event and the assemblies we had I'm confident". (Careers assemblies and Pathways event, Y9 pupil, School 1)

7. Conclusions and recommendations

7.1.General

- Some schools may be somewhat unprepared for their new statutory requirement to provide CEIAG and would benefit from increased support and guidance. However, the shift in responsibility from the local authority to schools for CEIAG has, to some extent, opened up the potential for more flexibility in terms of CEIAG.
- Although Careers Education has been removed from the statutory requirement, this study suggests it adds considerable value to any CEIAG programme and provides the context for one-to-one guidance sessions.
- Starting CEIAG work with Years 7-9 rather than waiting until Y10 or even Y11 provides context for GCSE choices, can widen horizons, help pupils to aspire higher or more realistically, and increase their awareness of alternative pathways.
- Schools would appreciate more support in delivering CEIAG provision, including more comprehensive Labour Market Information (LMI), support with staff CPD and timely and up-to-date information on events and opportunities. Some Local

Authority careers services provide services such as these for a fee, which schools could potentially make more of. The National Careers Service (NCS) is also planning an extension of its services to provide such support in the near future.

- A regularly-updated database of local organisations and employers who provide careers input would be very useful to schools. The NCS and GLA are planning on providing this service.

7.2 The role of schools

There is a great deal that schools can do to enhance their CEIAG work. From our experiences on this project, the following recommendations can be made:

7.2.1. Internal provision

- CEIAG should be a strategic priority for the school. The Headteacher needs to be fully on board and provide leadership.
- CEIAG work should be coordinated by a member of the senior leadership team who directly line manages and supports a Careers Coordinator.
- A staff working group can help progress the CEIAG agenda and can raise awareness and enthusiasm among other staff to support initiatives. The senior leadership team does need to be perceived as leading the agenda, even if they do not always attend. It will work best if a key person from each department is a member.
- A student working group can give pupils a voice in the CEIAG agenda and raise awareness and enthusiasm among the pupil body for CEIAG.
- Centralised records should be kept on pupil destinations, achievement, guidance and aspirations which are accessible to all staff, and should be used to inform the CEIAG programme.
- CPD for the Careers Coordinator is important for keeping up-to-date with a fast-changing area, to be able to provide the best possible CEIAG programme.
- CPD sessions for staff in CEIAG can inspire them to support the CEIAG agenda, give them the opportunity to communicate about what they do already in order to create a more structured approach, and support them to integrate careers work into their subject areas.
- CEIAG opportunities and pathways can be made more familiar to pupils by increasing visibility through wall displays, noticeboards and screens at strategic points around the school, in both classrooms and communal areas. Staff can refer to these.

- The links between individual subjects and study routes/ careers should be made clear for pupils choosing their GCSE options, both in individual subjects and during 'Options' events.
- 'Options' events for Y9 should take place early in the year to leave plenty of time for decision-making and questions. All subjects should make clear links between the subject area and related study routes, including possible apprenticeships, and related careers and pathways.
- Pupils should have the opportunity to find out about all different kinds of education and training routes, from Russell Group universities to apprenticeships and NVQ's.
- Off-timetable activities (full day or half day) which can provide industry insights support the regular curriculum work in CEIAG and inspire pupils and are free of cost.
 - For the school to organise whole days alone takes a lot of resources;
 - Half a day off timetable might be easier to organise than a full day;
 - If pupils are expected to stay in school, the event should have a good mix of workshops and talks;
 - It will need the full support of teaching staff to make it work well;
 - Volunteer speakers can be found using the staff's own contacts.

7.2.2. External support for schools

- Working with external education providers for one-off activities can provide industry insights and increase employer engagement.
 - This can be a good option if the school doesn't have the resources to organise an event in-house;
 - Pupils enjoy meeting externals and can be inspired by a new face;
 - Workshops should be interactive and engaging;

However

 - External companies can vary a lot and do not always deliver what they promise;
 - They can be expensive;
 - Some companies outsource to others which can hinder communication;
 - The school needs to ensure that the input will be explicitly careers-related and check the suitability of materials beforehand.
- Several local and national employers offer CEIAG programmes which provide longer programmes of engagement such as mentoring, visits and trips. These work best if they are part of a very structured programme but some only benefit smaller groups.
- Several local and national providers offer trips for school groups which can broaden pupils' horizons and provide Careers Education. These are particularly beneficial if the careers element is made explicit.
- Online resources can be a good way of engaging large numbers of pupils at the same time, or giving them the chance to research careers and opportunities at their own

pace. However, specific programmes vary considerably and computer access is lacking in some schools.

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9. Useful links for schools in CEIAG, London-based

A non-exhaustive list of useful links.

Careers general

Morrisby Careers Guidance

<http://www.morrisby.com>

Matrix Standard (quality standard for information, advice and guidance services) accredited provider of a full range of Careers, Information, Advice and Guidance related services, including psychometric assessments, Careers assessment and guidance packages, course finder

Fast Tomato

<http://www.fasttomato.com/>

Matrix standard accredited web-based careers programme for students aged 13-19 and part of the Morrisby Organisation. Includes career and subject information, advice on exam options, email access to an adviser, links to external websites where students can continue their research and four questionnaires that result in a profile to help students understand how their traits might influence their career and subject choices. It also includes an action plan, targets and exam options for students to record and plan their subject and career exploration plus a management section for careers coordinators, teachers and advisers to track and manage their students.

iCould

<http://icould.com/>

Careers wizard, particularly useful for students to identify pathways and careers.

Inspiring the Future

<http://www.inspiringthefuture.org/>

Free service across England with volunteers from all sectors and professions going into state secondary schools and colleges to talk about their jobs and sectors.

Speakers for Schools

<http://www.speakers4schools.org/>

Cegnet

<http://www.cegnet.co.uk/>

News, resources, newsletter, events

Prospects

<http://www.prospectseducationresources.co.uk/>

Lots of resources of careers education and apprenticeships

Careersoft

<http://www.careersoft.co.uk/>

Makes careers software, has lots of useful links to software on their site

Career detectives

<http://www.biggreenfox.com/>

Careers board game resource for teachers, designed to embed careers education within the core curriculum, making links between educational subjects and future career opportunities.

The Real Game

<http://www.realgame.co.uk/>

A teaching resource on lifestyles, career development, job-roles, decision-making and budgeting.

Newham Education Business Partnership

<http://www.nebp.org.uk/secondary/>

Tower Hamlets Education Business Partnership

<http://thebp.org/>

East London Business Alliance

<http://www.elba-1.org.uk/what-we-do/employment>

Opportunities for employability training through their Education and Skills dept.

Apprenticeships

EEF- The Manufacturers' Organisation

<http://www.eef.org.uk/>

Labour Market Information

London data store

<http://data.london.gov.uk/london-employability-performance-rating>

<http://data.london.gov.uk/labour-market-indicators>

Employers providing careers work

Barclays LifeSkills

<https://www.barclayslifeskills.com/>

Employability and skills workshops and work experience placements

Bird and Bird: Lawyers in Schools

<http://www.twobirds.com/en/community/lawyers-in-schools>

Mentoring scheme

Science, Technology, Engineering and Mathematics

STEMNET: Science, Technology, Engineering and Maths Network.

<http://www.stemnet.org.uk/>

STEMNET's flagship program is the STEM Ambassador scheme. Through the program, volunteers are identified, undertake a short training course (2 hours) and are made available to schools. Ambassadors support both promotion of STEM subjects and enhancement of learning primarily through STEM Clubs which explore STEM projects outside of the school timetable/prescribed curriculum.

Teen Tech

<http://www.teentechevent.com/schools/careers-advice/teachers/>

Science, careers resources and events for teachers and pupils.

Future Morph

<http://www.futuremorph.org/>

Resources for teachers on science careers

Classroom Medics

<http://www.classroommedics.co.uk/>

Careers workshops and festivals.

Centre of the Cell

<http://www.centreofthecell.org/index.php>

Education and health charity, offering careers workshops aiming to raise career aspirations

The Big Bang Fair

<http://www.thebigbangfair.co.uk/>

A STEM fair including careers workshops, which aims to inspire young people to study STEM subjects.

The Engineering Development Trust

<http://www.etrust.org.uk/>

The trust runs a range of programs aimed at supporting talented young people, aged 11-21, to progress successfully through to careers in engineering, science and technology

Careers in the City

City Careers Open House run by The Brokerage, City Link

<https://www.thebrokerage.org.uk/city-careers-open-house>

Aims to raise the aspirations of young people living in the City fringes and increase their awareness of career opportunities in the 'Square Mile'.

Citizenship

ASDAN accrediting body

http://www.asdan.org.uk/About_AS DAN

<http://www.asdan.org.uk/media/downloads/Employability-Pre16-Sept2013.pdf>

Resources for teachers in PSHE and Citizenship

Arts

Arts Hub

www.artshub.co.uk

Large listing arts and creative jobs including internships and work experience.

Half Moon Theatre Careers in Theatre programme

<http://www.halfmoon.org.uk/participate/educators/secondary-college/careers-in-theatre/>

Offers careers workshops

Creative Choices

www.creative-choices.co.uk

Provides careers advice for the creative and cultural industries.

Creative Arts

Street Style Surgery

<http://www.streetstylesurgery.co.uk/>

Workshops in the creative arts

Brenda Burgess Arts

<http://brendaburgessarts.co.uk/>

Katrin Hall, Community artist

<http://www.cklz.co.uk/Welcome.html>

Artist in School

<http://www.artistinschool.co.uk/index.html>

Bow Arts Education

<http://www.bowarts.org/education/studio-visits-artist-talks-0>

Studio visits and artists talks

They do skills improvement and arts enrichment as well as curriculum programmes

GCSE / A Level inspiration visits

Support practical units – understanding artists' process and the development of ideas

Vocational learning and career pathways

South East Creative Arts

<http://www.southeastcreativearts.co.uk/music/in-school/workshops>

Music industry careers day and guitar building workshops