



SPLIT PERSONALITY:

The benefits and challenges of working in a dual role as a Careers Adviser and Careers Coordinator

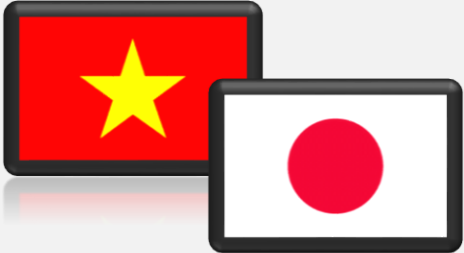
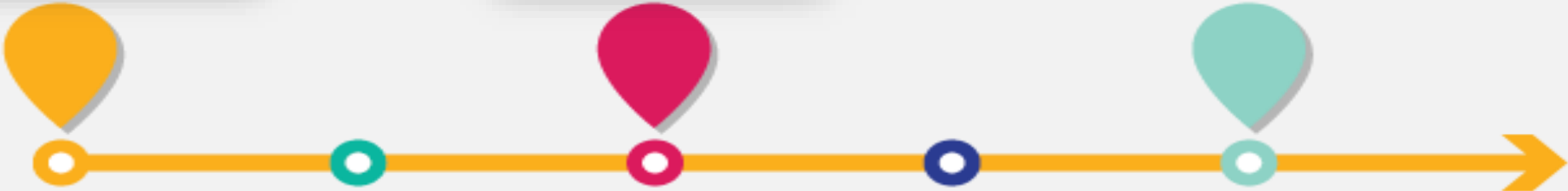
Chris Webb (RCDP)



CEIAG Coordinator/
Careers Adviser



A LITTLE BACKGROUND...



A LITTLE BACKGROUND



□ 11-16 secondary school

□ Based in center of Leeds

□ Diverse cohort

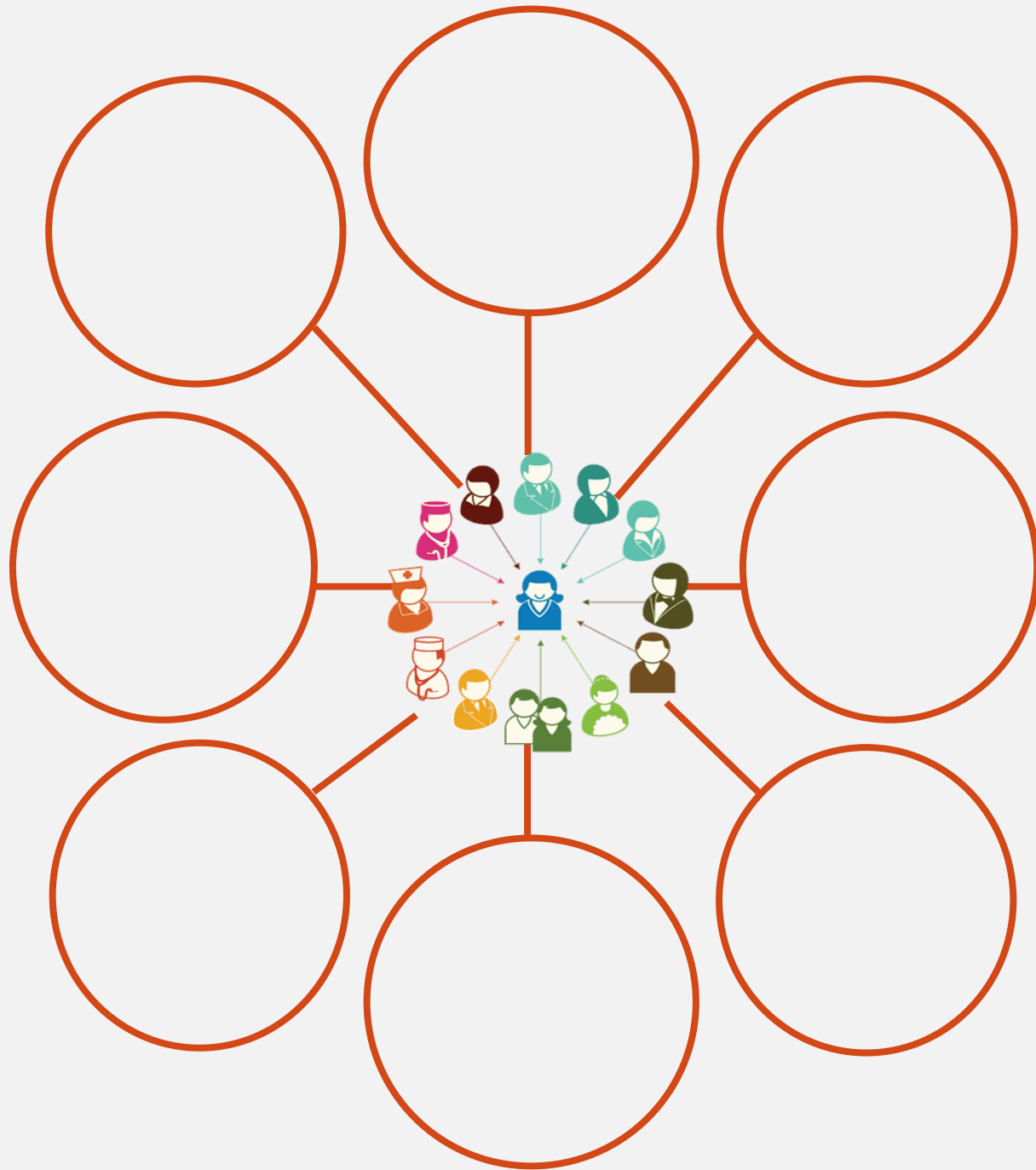
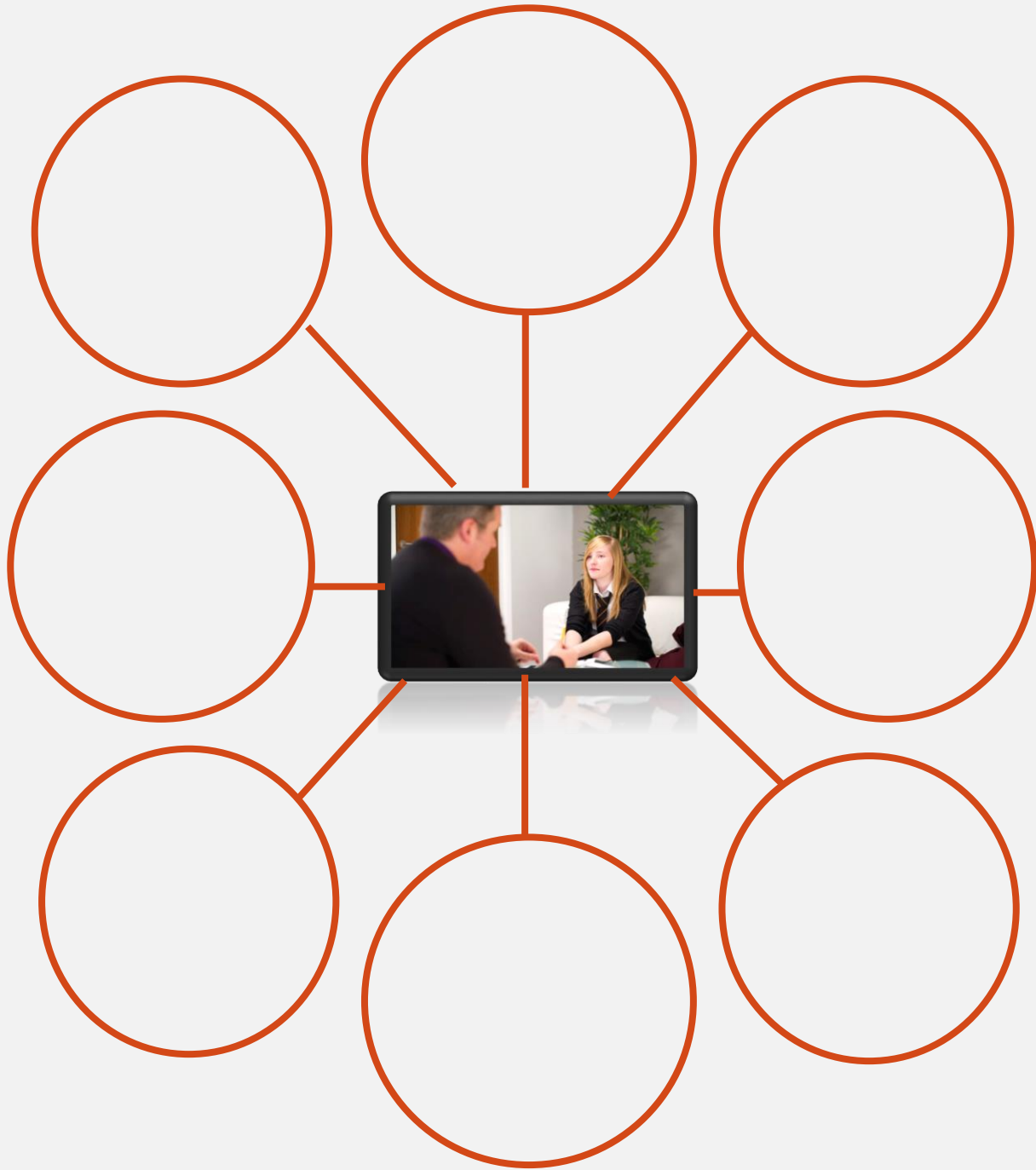
□ High deprivation

□ No previous f/t CEIAG



CAREERS ADVISER VS CAREERS COORDINATOR



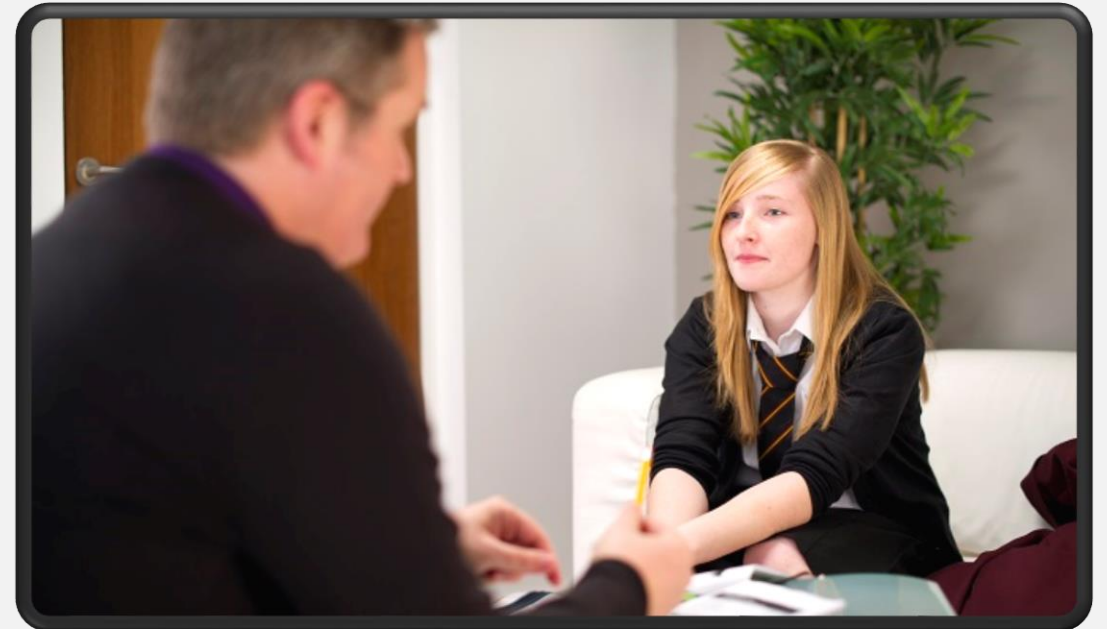


CAREERS ADVISER VS CAREERS COORDINATOR

- One-to-One Guidance
- Group Sessions
- UCAS/Application Support
- Parents/Options Evenings
- Producing or sharing LMI

<https://jonathanboys.wordpress.com/2017/04/18/lmi-is-important-now-what/>

<http://www.cedefop.europa.eu/en/toolkits/resources-guidance/>



- Support with high-need students e.g. SEND/SEMH/ASD

CAREERS ADVISER VS CAREERS COORDINATOR

- ❑ Organising Events e.g. Careers Fair
- ❑ Planning Careers Strategy
- ❑ Employer Engagement
- ❑ Monitoring and Evaluation
- ❑ Careers Education/Work Experience
- ❑ Link to SLT/Teaching Staff/Support Staff/Externals



WORKING IN A DUAL ROLE



Autonomy to
implement own ideas

Central and
recognisable contact for
external organisations

Varied working day and
the opportunity to
influence school policy



Can be isolated role, particularly
if no local CEIAG network

Workload can be
onerous if not agreed in
advance with school

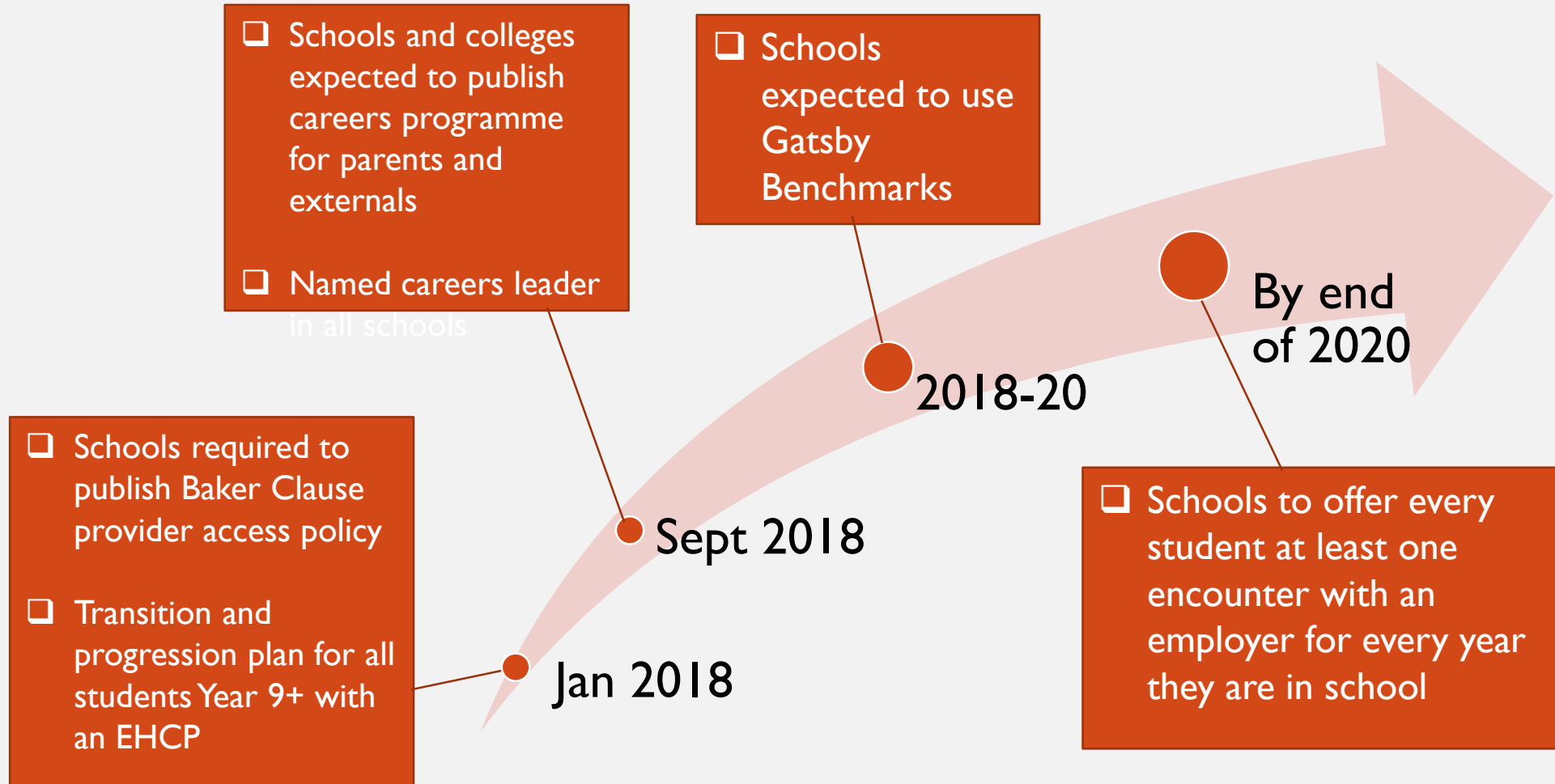
Risk of doing two roles
adequately, rather than one
role to a high standard

THE CURRENT LANDSCAPE

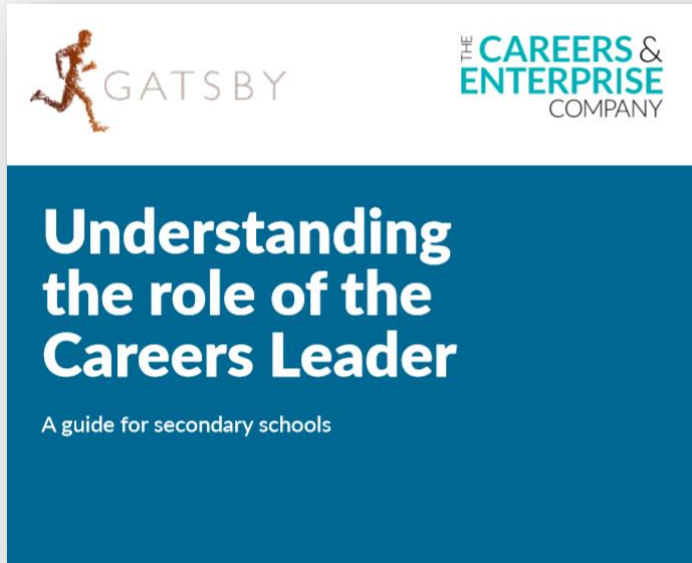


Department
for Education

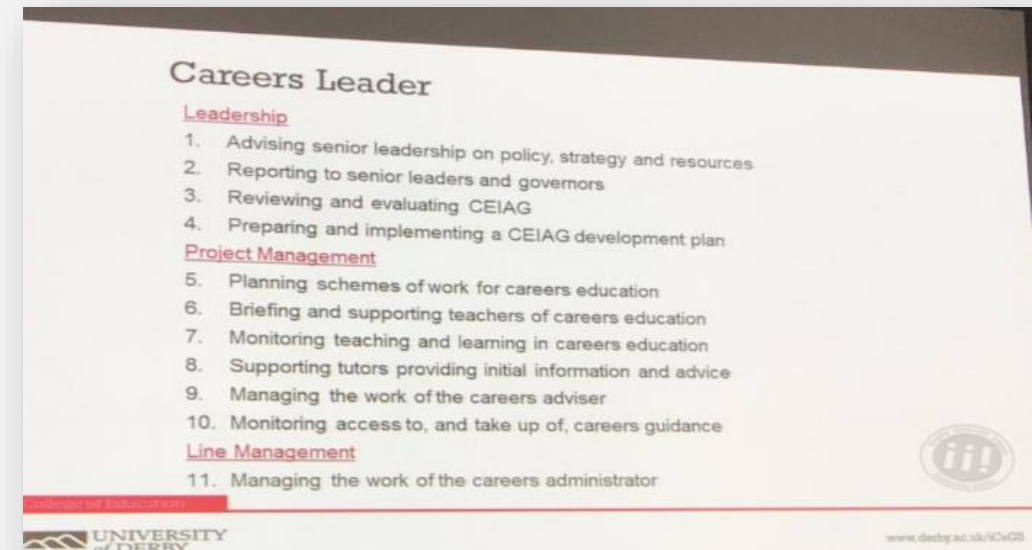
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>



CAREERS LEADERS – THE NEW NORMAL?



TeachFirst

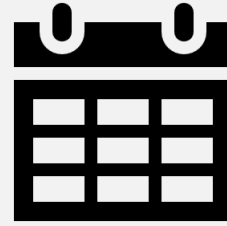
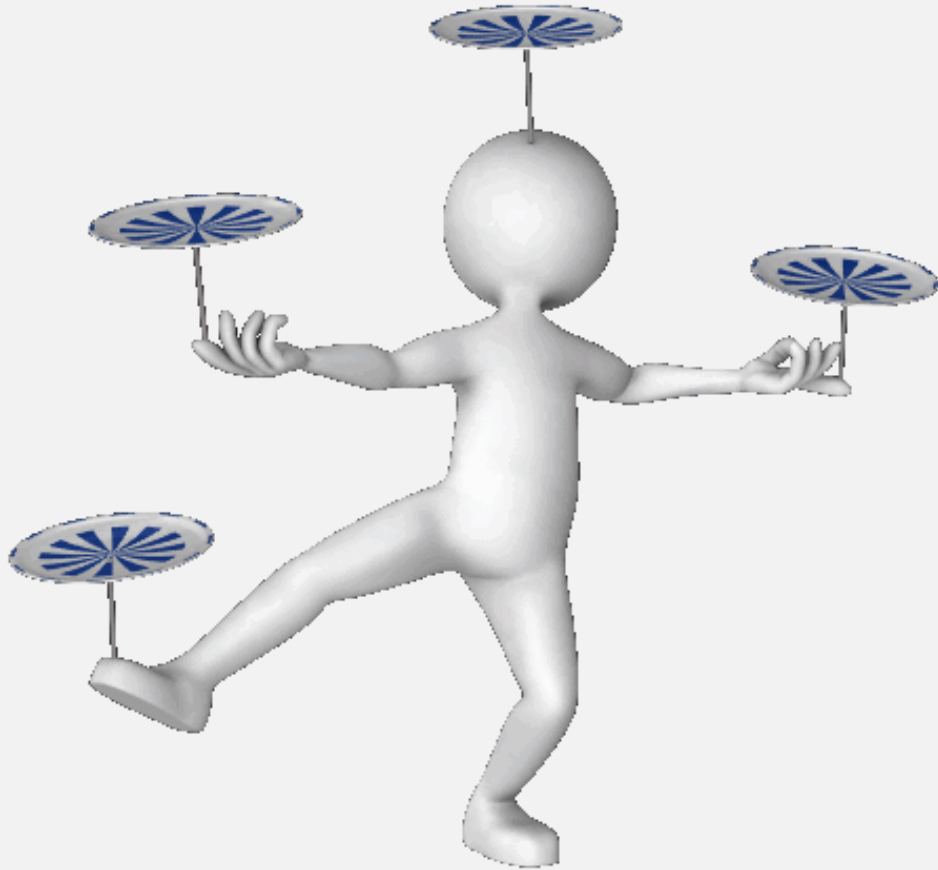


SO, WHAT CAN
WE DO AS
CAREERS
PRACTITIONERS
TO HELP
OURSELVES?



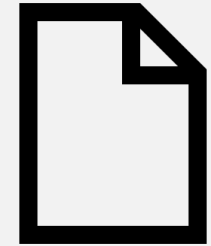
- ❑ The Balancing Act
- ❑ Collaboration, Collaboration, Collaboration
- ❑ Say it loud, say it proud!

THE BALANCING ACT



Agree a timetable
with the school SLT

Don't neglect
paperwork –
especially guidance
summaries!



Get organised – a
diary is essential!

PLAN FOR TOMORROW (BUT USE WHAT IS AVAILABLE)



Careers Education Framework (KS2 – Post-16) <http://www.thecdi.net/Careers-Framework-2018>



‘What Works?’ Series <https://www.careersandenterprise.co.uk/research/publications/20>



Compass Tool and Tracker <https://schoolshub.careersandenterprise.co.uk/login>



Careers Toolkit 2017 <https://www.cascaid.co.uk/news-case-studies/2017toolkit/>

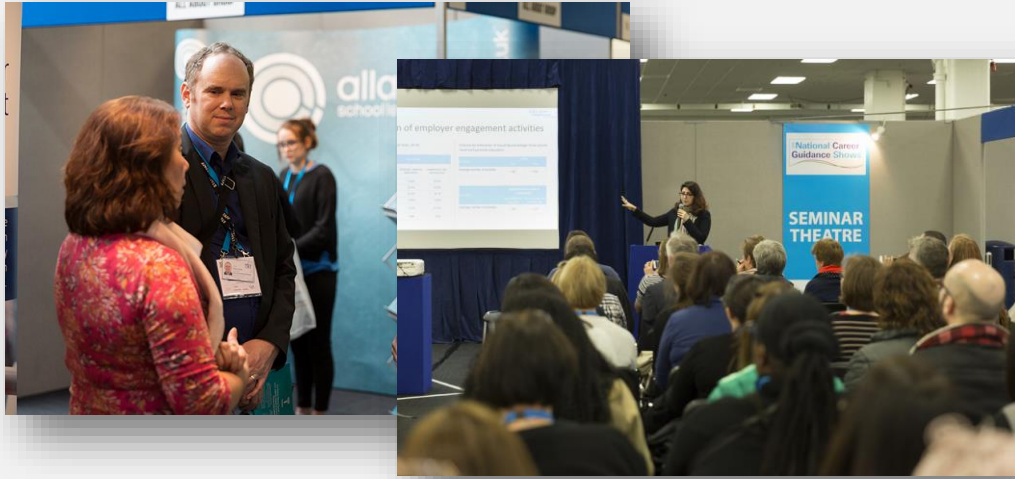


Career Planning Toolkit <https://www.worldskillsuk.org/directions/careers-advice-resources/career-planning-toolkit>



Free Careers Planning Tool for schools (until April 2018) <http://careersplan.com/>

KEEP THAT CPD UPDATED!



- ❑ Conferences and events
- ❑ Webinars/CDI YouTube
- ❑ Ethical case studies
- ❑ NOS Resources
- ❑ Career Matters/NICEC



CPD **19/25 hours** Register **Active** Professional details Qualifications

CPD

Welcome to the CPD Recording Area

To maintain your place on the Register you are required to record and reflect upon 25 hours of CPD per year. You have currently achieved 19.

Your six most recent CPD records are shown below to allow easy editing, you can manage these records from this page, or to view all your CPD records please click the view all button below.

How the CDI can help with your CPD

[Add new](#) [View all](#)

Activity Title	Date of Record	CPD Hours	
National Careers Guidance Show 2018	08/03/2018	4	
CEIAG Partnership Meetings	23/01/2018	2	
Supported IntoUniversity Careers Session	15/11/2017	3	
Attended Leeds CEIAG Network Meeting	11/10/2017	2	
Autism in Employment CPD Event	04/10/2017	3	

Legend: ■ Achieved hours, ■ Required hours

COLLABORATION, COLLABORATION, COLLABORATION



What support is available to careers practitioners?





GET CONNECTED AND STAY CONNECTED!



Physical Networks



Online Networks:



SAY IT LOUD, SAY IT PROUD!



Chris Webb
 Qualified Careers Adviser (RCDP) / CEIAG in Secondary Education / Careers Writing
 5d

I've seen some fantastic examples of #NCW2018 activities on LinkedIn and Twitter over the past week, so well worth getting involved in the NCW Case Study Competition if you have the time! Great opportunity to raise the profile of ...see more

**NATIONAL CAREERS WEEK
 CASE STUDY COMPETITION**

WIN FANTASTIC PRIZES FOR YOUR SCHOOL!

This year National Careers Week CIC is delighted to run a competition offering hundreds of pounds worth of prizes to schools, 6th forms and colleges in the UK. The competition requires the submission of a short case study with accompanying photos, examples or videos for judging in two categories:

- Key Stage 3/4/5 - Secondary/16th Form/College entry
- EYF/Key Stage 1/2 - Primary entry

The 6 main prizes, which include Careers Library resources from Prospects' Educational Resources, workshops and resources from SteamCo along with certificates for other worthy entries.

NATIONAL CAREERS WEEK | **RBS** | **STEAM3** | **prospects** | Educator Resources

5 Likes · 1 Comment

NATIONAL CAREERS WEEK AT MALET LAMBERT **NCW** **56** aspiring engineers visited the Engineering department at Wilberforce College. **MALET LAMBERT**

300 Year 8 pupils worked on employability skills with Engaging Education. **100** Year 11 pupils interviewed for a place at Wyke College.

1463 pupils enrolled at Malet Lambert, who all participated at some point in National Careers Week 2018.

300 Year 7 pupils learned about the stock market through an enterprise activity.

300 Year 9 pupils took the small business challenge with Young Enterprise.

50 employers and training providers worked together with pupils at Malet Lambert during National Careers Week.

900 pupils explored career options and further education at the Careers Fair.

300 Year 9 pupils attended 'Steps to Success' presentation and workshops with University of Hull.

75 pupils attended practical sessions in Business Studies and Child Development, organised by Wilberforce College.

1200 pupils engaged in PUSH Employability Talks.

28 girls from Years 9 & 10 visited the 'Women into Manufacturing and Engineering' exhibition at Hull's Guildhall.

95 pupils attended workshops exploring what employment in the Humber region might look like in 2050.

TheRuthGorseAcademy @gorse_ruth · Mar 9

#NCW2018 at @gorse_ruth may be done and dusted, but the careers activities keep on rolling! Well done to all of our student finalists and entrants for the 'Drawing the Future' competition - your entries were all amazing and the winners will be announced next week! @CareersWeek

3 8

SAY IT LOUD, SAY IT PROUD!



Write about your experiences

Promote the good news stories

Work towards the QiCS

Evaluate everything

Share with your network

Issue 13 Spring 2018

The Leeds Careers Newsletter

Leeds City Council Children and Families

Preparing young people for learning, training and employment

ADVICE TIPS ASSISTANCE HELP SUPPORT GUIDANCE

Inside this issue:

- 2 **Welcome**
Welcome to the spring term edition of the Leeds Careers Newsletter! This is an exciting time of year with lots of great events coming up, see further details inside.
- 2 **Apprenticeships**
CEIAG was placed in the spotlight at the start of 2018 with the publication of the Careers Strategy in December 2017 followed swiftly by the updated Statutory Guidance on careers advice in January 2018. Ceagnet provides a summary of the new requirements: <http://www.ceagnet.co.uk/news/careers-guidance-and-access-for-education-and-training-providers-statutory-and-both-publications-can-be-found-on-Leeds-Pathways>: <https://www.leeds.gov.uk/leeds-pathways/professionals>
- 3 **John Smeaton Academy - Careers Event**
This is also a very busy time of year for those supporting year 11 students as they prepare for upcoming exams and the transition to Post 16. We have an event booked in for April aimed at any students who have not yet secured an offer for September and would like to explore their options at this point, #LeedsNextSteps, see details on page 6. Under raising the participation age schools have a duty to support all 16 and 17 year old students to gain an appropriate offer of learning or training for September 2018 (September Guarantee statutory duty). The #LeedsNextSteps event is designed to support schools in fulfilling this duty and give a helping hand to vulnerable young people who might otherwise struggle to secure Post 16 provision.
- 4 **Future Choices from Shine and Future Jobs**
Working together we can inform, encourage and empower all the young people of Leeds to successfully progress on their learning journeys
- 4 **Grand Futures - Schools Challenge**
- 4 **Case Study from Interserve Learning & Employment**
- 4 **Case Study from Leeds City College**
- 5 **Leeds Pathways update**
A massive thank you to Aspire-igen for continuing to sponsor the Leeds Careers IAG network! This enabled us to offer schools and providers another jam packed agenda free of charge at the last meeting on 31 January! A special thanks goes to Roundhay School for hosting the event, Thank you!
- 6 **Events**
- 6 **Policy Watch**
The last network was well attended with over 40 delegates. Batley Girls High School shared their best practice of developing a high quality school and community careers strategy. Lynne McLaughlin from Aspire-igen gave an overview of the CEIAG offer within the Future Jobs
- 6 **Contact us**

LIFE AS A CAREERS ADVISER IN A UNIVERSITY TECHNICAL COLLEGE

REGULARS

Chris Webb

With 55 institutions across England and Wales planned to open a UTC in 2016, University Technical Colleges have been trumpeted by some as playing an important role in providing young people with the technical knowledge necessary to plug the growing skills gap in industries such as engineering and computing (Webster, 2015).

Additionally, delivering 'independent and impartial' careers guidance (DfE, 2015) is also part of the brief at UTCs, as with fewer students and issues with recruitment at some institutions (Coxhead, 2016; Wright & Harve, 2016), there are certainly additional requirements for advisers regarding retaining skills/knowledge at post-16, while also opening students' eyes to alternative options within similar subjects. The UTC we work with is particularly aware of the need for impartiality: given the myriad career options available in the media industry both locally and nationally.

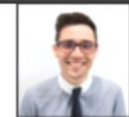
From what I have observed at the UTC, the emphasis on encouraging students to work independently and take ownership of their learning seems to have led to many individuals taking an interest in researching options for future study and work that they may not have developed in a traditional school environment (Webster, 2015), and the specific nature of the technical pathway certainly allows those students intent on a particular career route to effectively build a targeted CV from an early stage.

In short, UTCs offer a uniquely challenging careers environment, and my experience at a UTC have helped to significantly widen my perspective on the varied role of the careers adviser within secondary education.

References
Coxhead, B. (2016). Fresh careers user jelling UTC could make an issue in 2016 new about www.bbc.com/news/education-35714317
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Wright, O. & Harve, C. (2016). [Technical colleges: they are they just in receipt paper](http://www.leeds.gov.uk/leeds-pathways/professionals). The Times. www.timesonline.co.uk/tour/lifeandtimes/technology/2016/02/24/technical-colleges-are-they-just-in-receipt-paper/

Chris Webb is a PGip/QCInmaker at the University of Middlesex

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Leeds Careers January 2017 Issue 13



Andrew Moss - Assistant Principal in charge of CEIAG



Chris Webb - CEIAG Coordinator/Careers Adviser (QCGSL7)

We currently comply with ALL DfE guidance (awaiting provider access policy approval from Board of Governors)



The GATSBY Benchmarks

Department for Education

Schools and colleges expected to publish careers programme for parents and external

Schools expected to use Gatsby Benchmarks

2018-20

Schools to offer every student at least one encounter with an employer for every year they are in school

Schools required to publish their Career provider access policy

Sept 2018

New statutory careers guidance for schools - January 2018

Whole-School and TGAT/External Partnerships:

NATIONAL CAREERS WEEK
Full week of activities, including assemblies, form time discussions and whole-school careers fair on Friday 9th March with 30+ delegates attending.

PHSE DAY (22nd June)
Whole day off-timetable for Years 7-10, with sessions designed by CWE and delivered by form tutors and external speakers, including mock interviews for Year 10s.

GO HIGHER
Currently drawing down NCCP funding - this is potentially available up to 2020 and can be used to fund and set up a variety of activities for Years 9-11, including residential.

LEEDS CITY REGION ENTERPRISE PARTNERSHIP
Muhammed Jagi is the Enterprise Adviser attached to our school and has helped us to build a partnership with the Leeds Teaching Hospitals Trust, which we will be using for careers events moving forward.

GORSE Academies Trust
TGAT partnership group for CIAG, organised by CWE and held once per term to share best practice amongst careers staff in TGAT.

In addition, CWE has helped to build links with numerous employers and providers around the city, including WISE, Sky, Curtins and the Civil Service.

Meeting the Benchmarks:

#1 A Stable Careers Programme
AMO and CWE are currently creating a whole-school CEIAG strategy that will meet the current DfE statutory guidance and cover all of the Gatsby Benchmarks for good careers guidance. Although this is currently only in draft form (see attached document) it will be ready to publish by September 2018 and will incorporate feedback from students, parents, staff and governors.

The Quality in Careers Standard 3339
This will be particularly beneficial as we begin working towards the Quality in Careers Standard, which has recently adopted the Gatsby Benchmarks as a core part of its assessment of a school's careers provision. The strategy is being developed with the support of the TGAT CIAG group, the Enterprise Adviser network through the Leeds City Region LEF and independent support through the CDI and other careers consultants.

COMPASS
In September 2017, CWE assessed our careers provision using the COMPASS tool, an electronic survey that lets schools assess how many Gatsby Benchmarks they are currently hitting and where there is a room for improvement. As evident in the adjacent images, although we were previously struggling to hit all of the benchmarks, by September 2018 we will be much closer to achieving all 8, something only currently managed by 0.5% of all schools in England (see next page for evidence of how we will accomplish this).

#2 Learning from career and labour market information (LMI)



We currently offer all students and parents access to a wide variety of reliable, up-to-date careers information.
Fast Forward - Careers software allowing students to test their skills and interests to career pathways and progression routes (linked with 10 students at beginning of year with a 75% positive approval rating). Currently rolled out to Year 8 and Year 9 with Year 7 and Year 10 to follow.
TIGA Careers Website/Weekly Newsletters - The careers section of our website was updated by CWE and the TGAT website team in September 2017 and now includes a wealth of readily accessible careers information, including our weekly newsletter (see attached).

#3 Addressing the needs of each student

In addition to delivering tailored careers assemblies with each individual year group each term, we provide the following support to ensure all students' careers needs are met:
• One-to-one guidance and follow-up support delivered to all Year 10 students, with priority students (SEND, those at risk of becoming NEET) offered additional support, such as further guidance appointments or involvement in projects like visiting the Skills Store (see adjacent picture) or taking part in bespoke ENG sessions with the LMI experts.
• Work closely with SENDCO (Jenny Holden) to ensure that all students from Year 9 onwards with an EHCP have an action plan for progression and adulthood.
• Work directly with Learning Advisors and Heads of Year to provide bespoke careers support and one-to-one guidance for students in E3 and E56 who are struggling with issues like behaviour and attendance by linking this to careers.
• Support students and parents who are considering alternative provision for 16-18, including arranging visits to local establishments where appropriate.

#5 Encounters with Employers and Employees



Although we are still working towards the DfE guidance suggesting that by 2020 all schools must provide every student in school with a meaningful encounter with an employer every year, there are some of the opportunities we have provided so far in 2017-18:
• Employer-led assemblies for Years 9-10 as part of the Term 1 First Big Class Challenge 2017, including talks from local Engineering firm Curtins about the benefits and challenges of university and apprenticeship pathways into work and to debunk job stereotypes, such as the 'People Like Me' event, to encourage top female science students to consider Engineering or the **Construction** careers sector to help male and female students understand the range of opportunities in **Construction** in the Leeds City Region, at both professional and trade level.
• Trips to local workplaces arranged for students in Year 8, 9 and 10, including visits in October to Sky and Sky's night and a planned trip to Debita for Year 10 students in July.
• Employability and Enterprise activities delivered through specific events such as the Year 9 NSMAG Enterprise Challenge with The Prince's Trust and general opportunities like The Diana Award mentoring programme in extra-curricular (Summer Term) and the PHSE Drop-Gown Day on 22nd June.
• CWE supports all students in Year 10 to secure work experience placements with the school holidays - currently, students are applying for opportunities with West Yorkshire Police, Watson Barry Architects and Sky, amongst others.
• All employer encounters and workplace visits entered onto tracker and evaluated using Student Voice (see adjacent pictures).

#6 Experiences of Workplaces



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#7 Encounters with FE and HE

We currently give our students the following opportunities to interact with FE and HE providers:
• Access to the whole-school careers fair, where attendees include local colleges, universities, alternative provision and apprenticeship providers.
• Subject-specific and general trips to local colleges and universities, including the University of Leeds, Leeds College of Building, Leeds City College and the University of Bradford.
• Bespoke trips to local sixth forms, colleges and training providers planned for Year 10 students later in the year, including Elliott Hudson College, Leeds City College Food Academy, White Rose College of Beauty, UTC Leeds, Leeds College of Building and Leeds Arts University.

#4 Careers in the Curriculum



This is one of the hardest benchmarks to hit but our team at TIGA are currently doing a great job of embedding careers into the curriculum, including the following:
• Subject-specific careers trips led by teaching and careers staff, including the STEM trips to Sky and EDF, Art and Design Technology trips to the Trolley Gallery and Duke Studios and Music trips to Leeds College of Music and Kirkstall College.
• Use of industry ambassadors to support curriculum lessons, such as STEM ambassadors for Science, RGS ambassador for Geography (integrated in for National Careers Week) and representatives from Arup and Leeds City College supporting taught sessions in Design Technology and Art and Design respectively.
• Subject-specific careers posters in all departments, with excellent examples of teacher-led poster displays (see Maths).
• Training for SCITT courses provided by CWE regarding how to embed careers effectively into teaching practice.
• All form teachers participate in careers-related activities, such as promoting careers newsletter or leading activities during National Careers Week or the PHSE careers drop-down-day on 22nd June.
• CWE provides careers guidance support for school-wide events, including ENGAGE, parents' evening and GCSE Options.

#8 Personal Guidance



One-to-one guidance appointments for every Year 10 student
All guidance summaries and action plans typed up and made available for students and parents/key workers if they want a copy
Short summary of guidance and intended progression routes or career interests stored on centralised tracker

SurveyMonkey All students complete an evaluation after each guidance appointment with CWE:
98.75% thought the careers interview was useful
98.75% felt supported to talk about their career interests
100% thought that the careers adviser was helpful and friendly
92% of students felt confident with their Next Steps

ANY QUESTIONS?



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