



# CEAIG @CCC



Churchill Community College



# CONTEXT



- 11 to 18 school
- Mixed
- Foundation school
- 900 students
- 45% Free School Meals
- Urban
- Graded outstanding





## Gatsby, Good Career Guidance

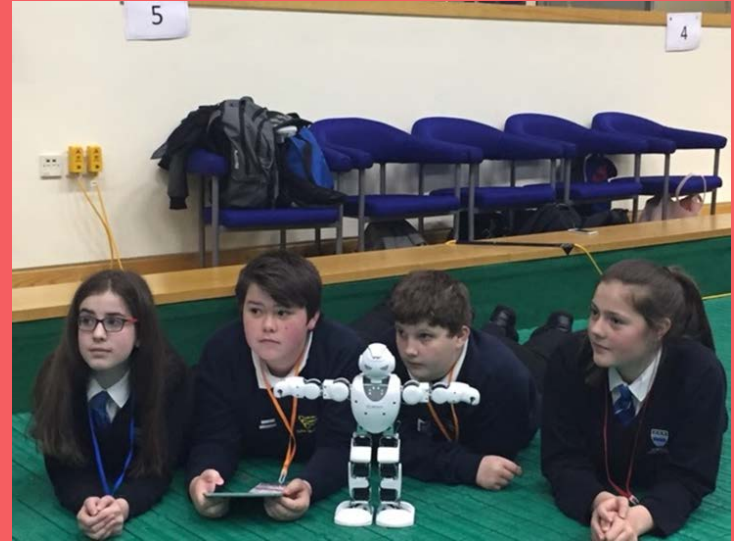
<http://www.gatsby.org.uk/education/programmes/good-career-guidance>

“Good career guidance has never been more important (...) Yet, despite its importance, career guidance in English schools has often been criticized for being inadequate and patchy.”



# Life before Gatsby...

- Aim Higher
- Connexions
- North Tyneside Learning Trust
- Careers Champion Pilot (CDI/ACEG)



Selected as one of the schools  
to take part in the Gatsby Pilot  
in the NE

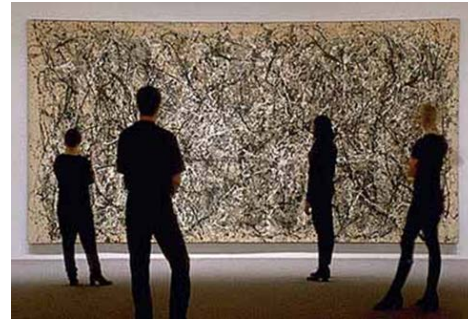


Went into this with a view that  
we were already outstanding

Scatter Gun Approach



Searching for Order



“IT IS CLEAR THAT THERE IS NO SINGLE  
‘MAGIC BULLET’ FOR GOOD CAREER  
GUIDANCE: IT IS ABOUT DOING A NUMBER  
OF THINGS, IDENTIFIED IN THE  
BENCHMARKS, CONSISTENTLY AND WELL.”

Sir John Holman, Good Career Guidance



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 students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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 best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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.
6	EXPERIENCES OF WORKPLACES	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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students 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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.

# How has Gatsby been different?

- Audit Process & Evaluation
- Each & Every
- Progressive
- Clear Holistic Gap Analysis
- Action Planning from GATSBY as a “Central Pillar”
- Networking & Support
- Insight to Industry
- Innovation Fund: Personal Challenge
- Enterprise Adviser



# Our experience

Facilitator

Network of  
schools

Framework

Enterprise Adviser

Space and time to  
develop

Support to  
develop a Careers  
Leader

Real challenge

# Advice for others

- Select the right Careers Lead
- Invest in them
- Start with a Quality Award
- Benchmark against Gatsby
- Advice from the Enterprise Adviser
- Develop protocols for working with employers
- Work with a network of schools to share opportunities
- Develop innovative approaches

Right skills and right  
person  
On the SLT

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CPD – Career  
Leadership in Schools  
L6

- Understand theory
- Understand frameworks

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Ambition  
Framework for  
improvement  
Pushes you from  
rhetoric to Each and  
Every Student

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Share employers

Share events



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- **Develop innovative approaches**

Eg Experience of work



## A STABLE CAREERS PROGRAMME

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

### Benchmark 1:

- Clear & sequential CEIAG programme
- Identified CEIAG lead with SLT & governing body support
- New CEIAG Governor

# Benchmarks 3 and 4

3. Addressing the needs of each  
student

4. Linking curriculum learning to  
careers

Engaging at the heart of the school

- Every student gets access to a good careers programme not just the vulnerable ones
- It's the responsibility of every member of staff in every classroom



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## ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

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.

## Benchmark 5:

- 4+ employer encounters = students who are 5 times less likely to be NEET and who earn 16% more
- CEC Enterprise Advisers
- Challenge from Founders4Schools





## Benchmark 6:

- Meaningful Experience of Work
- Fresh approach to develop understand & employability skills

# Innovative solutions to Benchmark 6



“A lifetime of learning in one week” – CCC Governor

## Multidisciplinary Innovation







## Career Zone: Interactive Careers Fair

"I learned about jobs I  
hadn't even thought of  
before"

Year 8 Student



## ICE: Build a Bridge

"'Build a Bridge' was  
amazing; teamwork,  
leadership and CEIAG!"

CCC Teacher



## Google Expeditions

"Our visit to the restaurant  
was just like work  
experience but we were  
still in school"

Year 8 Student



## World of Work Week

"A lifetime of learning in  
one week"

School Governor

# CCC CEIAG Strategy: How to get young people “Work Ready”





# Enterprise Adviser Network

THE CAREERS &  
ENTERPRISE  
COMPANY



CCC Adviser: Karen Marshall

>  
**accenture**



# Enterprise Adviser

*“Schools focusing on the Gatsby Benchmarks are **more open to connecting** to employers and it is **easier for employers** to work with them to develop projects, to support delivery in the classroom and to **develop relationships with the teachers**.*

*Schools using the Benchmarks are **open to a wider range of interactions**, making it easier for employers to demonstrate what our workplaces are like, how we recruit, the key skills we are looking for and the **diversity** of job opportunities we have (including apprenticeships). This helps pupils to **gain a real understanding of how their learning will support future careers choices**“*

Karen Marshall, Accenture





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## PERSONAL GUIDANCE

Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.

## Benchmark 8:

- 1:1 unbiased interviews
- Connexions SLA/In House

# How it works

*"I learned people CAN like their jobs! I know now what type of job I want and in what type of company so that I am happy at work"*

Year 12 Student

## Step 1

Identify a CEIAG leader with SLT/Governor support



## Step 2

Review provision against Gatsby Benchmarks, CDI framework or quality award



## Step 3

Develop strategy to plug gaps for a sequential programme for EACH & EVERY student



# Key Input:



Year	Current	Planned
7	Who works at CCC imovie	LMI Community Project Takeover Day
8	Career Speed Dating Career Zone	Takeover Day
9	Fast Tomato/Pathway Planning Bespoke visits/experiences through GCSE Options Subjects	Parent Business Safari Career Academy Role Model Event with Alumni Mentoring
10	Building my Skills Career Speed Dating World of Work Week Mock Interview	Career Academy
11	CEAIG Assembly Programme	Parent Business Safari
12	Progression Pathway World of Work Week Mock Interview	
13	Assessment Centre Experience	

# Reassessed against the Gatsby Benchmarks

8/8



North East  
Local Enterprise Partnership



# Next Steps

## Industry Alignment

Connecting Classroom to  
Careers



# Improvement of schools within the NE pilot

North East Schools / Colleges: Starting Points vs End Points			
Number of Benchmarks	Number of Schools / Colleges fully achieving Benchmarks Sept 15	Number of Schools / Colleges fully achieving Benchmarks Sept 16	Number of Schools / Colleges fully achieving Benchmarks Sept 17
0 Benchmarks	8	0	0
1 Benchmark	2	6	0
2 Benchmarks	4	2	0
3 Benchmarks	2	4	0
4 Benchmarks	0	1	1
5 Benchmarks	0	3	1
6 Benchmarks	0	0	3
7 Benchmarks	0	0	8
8 Benchmarks	0	0	3



# Findings from the NE pilot

- Usefulness of the benchmarks as an auditing tool for schools/colleges to report on their own career guidance provision and to 'action plan' specific, measurable improvements
- The rate of progress in year 1 is accelerated in year 2
- Progress is more rapid when the careers leader is a member of the senior leadership team
- New, strategic, relationships with employers now exist and schools/colleges have clear action plans for further improvement
- Having an enterprise adviser enhances a school/colleges ability to achieve these benchmarks
- The pilot has inspired collaboration and pioneering thinking



Any questions?

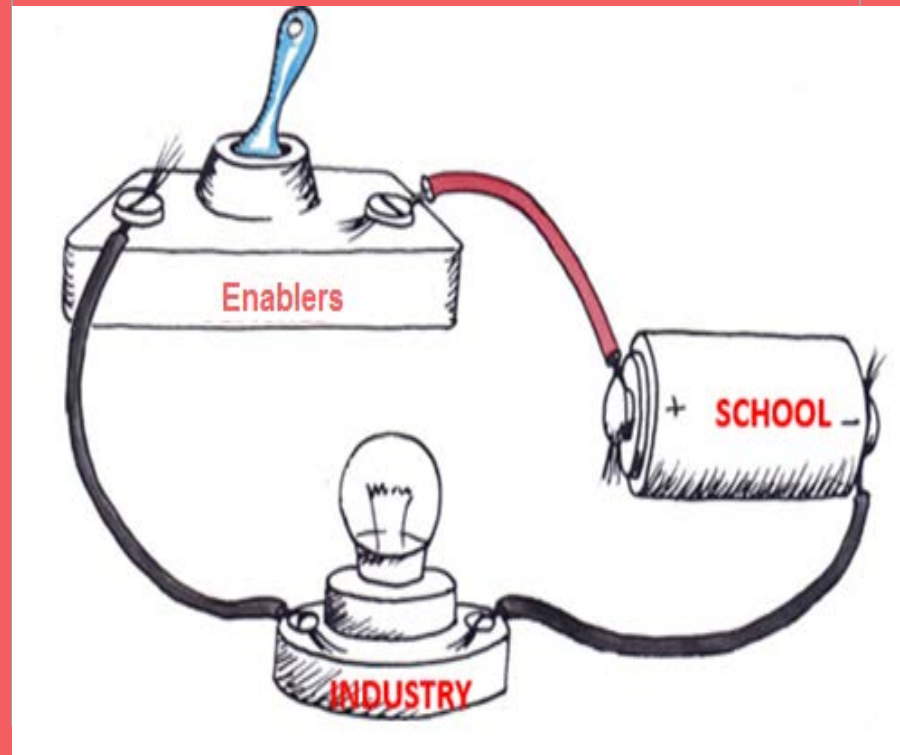
“The CEIAG programme at Churchill is tailored to meet individual needs. It gives students the opportunity to discover new career sectors and allows you the scope to experience new opportunities”

Cameron Wedderburn, Year 12



# Connecting Classroom to Careers

Tom Gallon  
Industry Alignment Manager



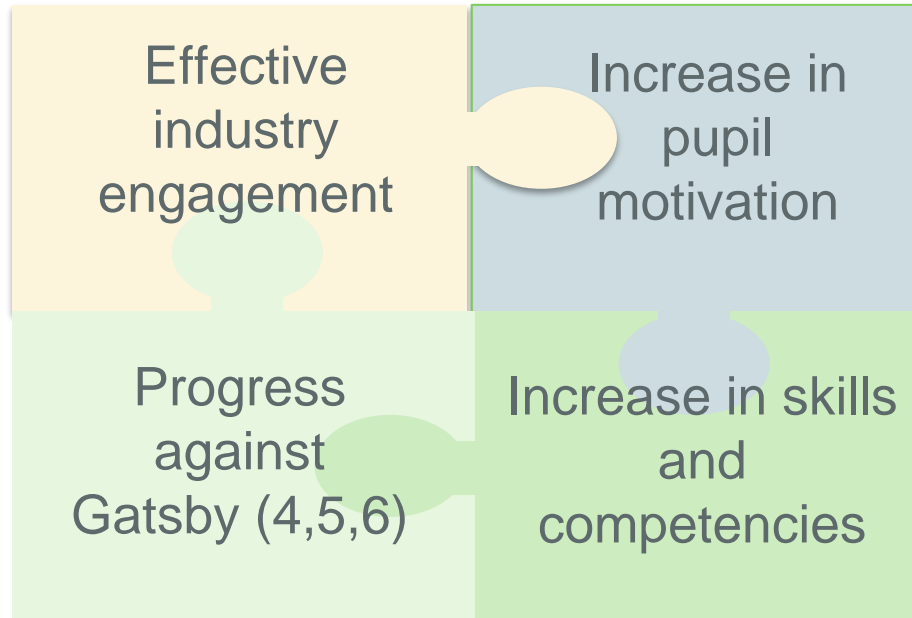


# Context

- ✓ 81% of businesses have at least some links with schools and/or colleges;
- ✓ 75% of businesses are willing to play a greater role in delivering careers advice;
- ✓ 77% of businesses have a learning and development strategy.
- ✓ 84% of businesses do not feel the quality of careers advice in schools is good enough;
- ✓ 35% of businesses say there is too little guidance and support on how to make work experience worthwhile;
- ✓ 45% say that they have had to organise training in at least one basic skill area.



# Going on a Journey





# Trust, Transparency and Proactive Engagement

- Share your vision be honest about strategic fit
- Encourage networking
- Maximise existing brokerage opportunities
- Don't ignore the little people
- Actively recognise business support via a range of social media and gestures of thanks



# Cooperation and Clear Standards

- Clarify how business engagement will enhance the journey (curriculum and vision)
- Agree the desired quality / compliance standards e.g. Project Initiation Document and Critical Path
- Consider the student competency profile i.e. what does industry value? Attitude? Aptitude? Academic ability?







# Expectation and Risk

- Agree a “route map”(current position and desired position) and clearly define what success will look like
- Embed a governance framework fit to monitor and progress risks and opportunities
- Review project management and programme management skills
- Embrace reciprocal feedback



# Charting A Course

- Identify key staff to make this happen – change-makers/ trailblazers
- Consider how best to link business with school/ subjects (consider dedicated curriculum time – 2018-2019)
- Introduce an overarching programme office approach for industry engagement & establish success criteria.
- Develop authentic real world learning experiences & begin working with key business partners
- Capture and share on-going best practice. Understand, manage and mitigate risks.
- Develop key competencies linked to employability skills (Graduate Profile)
- Track/monitor through competency learning framework and Gatsby



# Route Through Vision

## Affective engagement

- Teaching staff engaged with business leaders
- Industry relationships nurtured
- Work placement is meaningful, engagement is real

**Everyone feeling positively about doing a good job**

## Intellectual engagement

- Overarching approach agreed
- Engagement relevant to curriculum
- Required outcomes clear
- Projects co-owned
- Best practice shared

**Everyone thinking about career engagement**

## Social engagement

- Personal excellence encouraged
- Individual growth potential recognised
- Low aspiration is replaced by personal ambition
- Career plans credible

**Actively sharing improvements with others**

End