

This short paper sets out the tasks involved in leading and managing careers education, information, advice and guidance (CEIAG) in schools. It has been published to assist governors, headteachers and principals to prepare role specifications, or job descriptions, for the role of careers leader. It can also be used by careers leaders themselves to review their current job descriptions and how they match up to the expectations of the Government's careers strategy¹.

The new strategy for careers, published in December 2017, expects all schools to adopt the eight Gatsby benchmarks of good practice and to develop and improve their careers programmes so that they meet those standards. It goes on to say that every school needs a careers leader who has the energy and commitment, and backing from the senior leadership and governors, to lead and co-ordinate the careers programme. The accompanying Statutory Guidance² requires every school to name their careers leader and to publish contact details on their website from September 2018.

The Gatsby Charitable Foundation and The Careers & Enterprise Company will work with school leaders to define the role. In the meantime this model job description has been produced in response to requests from headteachers wanting to plan ahead.

The role of careers leader is a development of the previous role of careers co-ordinator. It involves more than the co-ordination and administration of a series of careers activities: it requires the postholder to provide strategic leadership and to manage the contributions both of staff from within the school and of external partners, including providers of careers guidance services and employers, into a coherent careers programme for young people.

It is a middle leadership role, although some schools choose to organise the role as part of a senior leader's responsibilities. In many schools the role is held by a teacher but in up to a third of schools the careers leader is a member of the non-teaching staff. It is also important to remember that the role of careers leader is different from that of careers adviser. Careers advisers provide personal and impartial careers guidance to young people; careers leaders have overall responsibility for the school's careers programme, including securing access to careers guidance. These are two complementary professional roles. They could be undertaken by one individual, but they are two roles.

Leading careers programmes in a school requires a person with leadership skills, administrative ability and specialist knowledge. The careers strategy includes funding to develop a training programme for careers leaders. The Career Development Institute offers two CPD programmes for careers leaders:

¹ Department for Education (2017), *Careers Strategy: making the most of everyone's skills and talents*, London: DfE
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

² Department for Education (2018). *Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff*. London: DfE
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672156/Careers_guidance_and_access_for_education_and_training_providers.pdf

1. A one-day introduction to careers leadership in schools and colleges³
2. A three-unit L6 programme for careers leaders – the CDI Certificate in Careers Leadership.⁴

Purpose of the role

The role of the careers leader is to plan and implement a strategy for developing a careers programme for the school that meets all eight of the Gatsby benchmarks of good practice and prepares young people for the choices and transitions in education, training and employment.

Key tasks

Leadership

1. Advising senior leadership on policy, strategy and resources for CEIAG
2. Reporting on CEIAG to senior leaders and governors
3. Reviewing and evaluating CEIAG
4. Preparing and implementing a CEIAG development plan
5. Identifying sources of funding for CEIAG and writing bids.

Management

6. Planning schemes of work for careers education
7. Briefing and supporting teachers of careers education
8. Monitoring teaching and learning in careers education
9. Supporting tutors providing initial information and advice
10. Managing, in partnership, the work of the careers adviser
11. Monitoring access to, and take up of, careers guidance
12. Managing the work of the careers administrator.

Co-ordination

13. Managing the provision of careers information
14. Liaising with the PSHE leader, and other subject leaders, to plan careers education
15. Liaising with tutorial managers, mentors, SENCO and head of sixth form, to identify students needing guidance
16. Referring students to careers advisers.

Networking

17. Establishing and developing links with employers
18. Establishing and developing links with FE colleges, apprenticeship providers and universities
19. Negotiating a service level agreement with the local authority for support for vulnerable young people
20. Commissioning careers guidance services
21. Managing links with the LEP and other external organisations.

Accountability

The careers leader is accountable to the senior leader with overall responsibility for CEIAG.

³ See <http://www.thecdi.net/Skills-Training-Events>

⁴ See <http://www.thecdi.net/Certificate-in-Careers-Leadership>