

# A case for Careers Leadership training



**The Careers Leader role has been a statutory requirement since September 2018.**

*“It is a **senior role** that requires the person doing it to have a clear overview of the school’s careers provision and to make sure that the school meets the Gatsby Benchmarks by the end of 2020.”*

Ofsted are coming  
wheel out the  
Careers Leader....



# **The Careers and Enterprise Company offer three possible routes:**

- **A fully funded accredited course at Level 6 or 7**
- **A fully funded non-accredited course**
- **A free online course**

**In the case of the first two, applications close in December 2019.**

<https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders>

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## **My own choice was a Level 7 course at the University of Warwick:**

- **Offered a 2 day residential and follow-up day of teaching**
- **Required completion of a 6,000 word essay**
- **Focused on the identity of the school, careers planning and the Gatsby benchmarks**

Provided a framework for planning a careers programme

Allowed a critical appraisal of the Gatsby benchmarks

Was a forum for discussion for Careers Leaders at different stages

**As a school, Nicholas Chamberlaine is in an area of low social mobility - bottom 10% for England (Social Mobility Commission, *State of the Nation*, 2017). I had already done some work with the Behavioural Insights Team, so my focus was:**

- **How careers leadership could improve aspiration/ambition**
- **Why our students didn't take the opportunities given to them**
- **How we might we address these issues**



*I'm not really a very relevant  
example of what working class  
careers look like.*

**Yet this is what we tell  
students to aspire to  
at one extreme...**



**In contrast, something relatively attainable such as going to university also seems beyond the reach of some groups. In 50% of universities, white working class boys represent less than 5% of the cohort - at the University of Warwick, this was 2.42% (*Working Class Heroes*, NEON, 2019).**

**It is easy to blame the universities for this or the student for failing to get the necessary grades.**





**As such, my approach to the Careers Leader training was to look at the underlying structures that created this. Controversial statement coming up...**

“Working class families will be better able to use their social and cultural assets to assist their children to obtain apprenticeships and other manual jobs. They will be better informed about how to enter construction or transport than accountancy, law and other professions.”  
(Professor Ken Roberts, *Opportunity structures then and now*, 2009).

**The outcome of this was to consider how to provide CEIAG that would address the needs of all learners and yet focus on those that were significantly more disadvantaged - for example, to identify learners that are FSM/LAC/NCOP...**

[http://dclgapps.communities.gov.uk/imd/iod\\_index.html](http://dclgapps.communities.gov.uk/imd/iod_index.html)

<https://www.arcgis.com/apps/webappviewer/index.html?id=495809156e7f425a845e112d3152e6ab>

<https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/>

## **On to Ofsted...**

**Nicholas Chamberlaine was inspected 13/14 November.  
I met the inspector with regard to the Personal  
Development element of the inspection:**

- **He was provided with a copy of our Compass assessment**
- **I informed him that I had undertaken the Careers Leader training**
- **He asked about Compass being a self assessment tool**
- **He said that students had spoken about CELAG**

# **His response to the fact that I had undertaken Careers Leader training was interesting:**

- **The Careers Leader role was not perfunctory**
- **That the Compass Tool must have been undertaken with a critical analysis**
- **As a consequence, it was likely that the results were secure**

**Undertaking the training is up to you!  
But I believe there is good reason to do it...**

