

# **How working with volunteers from the world of work can boost your careers information and advice provision in line with Ofsted's Common Inspection Framework**

In association with



*When visiting schools as an HMI, it was always pleasing to meet volunteers who were giving talks to students about the opportunities in their industry or advising on interview skills and CVs etc. The students enjoyed these activities and found them very beneficial.* **Karen Adriaanse - Ofsted 2007 –2016**

*We applaud the focus that this document gives to the importance of all young people being able to access high quality, independent and impartial career guidance, delivered by qualified career advisers and teachers. Additionally we recognise the very important role that employers and other volunteers have in widening horizons and raising attainment; informing and shaping career decisions and developing employability skills.* **Jan Ellis - Chief Executive, the Career Development Institute**

*In what can be a confusing landscape of careers and enterprise provision, it is vital that schools and colleges and businesses work together in a way that is simple and effective. The Education and Employers' research has offered compelling insight into the transformational effect that encounters with employers can have in inspiring and motivating young people about their future. This paper offers practical guidance for schools and colleges about how they can engage business volunteers to help their students prepare for the fast changing world of work.* **Claudia Harris - CEO, the Careers & Enterprise Company**

*Schools need to articulate their careers strategy to Ofsted and other interested parties. Every senior leadership team can benefit from understanding how the role of volunteers can support pupils' participation and attainment outcomes. This guide provides an excellent aide-memoire for all staff.* **Dr Deirdre Hughes, OBE - Principal Research Fellow, IER, University of Warwick**

*There has never been a time when young people had a greater need for high quality careers education and guidance. With a plethora of different routes available they need assistance to understand and navigate the opportunities available to them and ensure that they are best equipped to access them. Contact with volunteers from the world of work is an important element of this provision. Because of the importance of this aspect of schools' work it is understandable and right that Ofsted is evaluating it.*

*I therefore commend to you this useful document has been prepared by the Education and Employers charity to help you to benchmark your school's provision against the Ofsted framework. It also provides a valuable insight into ways in which the excellent Inspiring the Future programme gives schools access to thousands of volunteers from the world of work who can help the young people in your care. If you have not yet taken advantage of this programme for which there is no cost to schools I strongly recommend it.* **Brian Lightman – Former General Secretary of the Association of School and College Leaders and member of the board of the Careers and Enterprise Company**

*Having served as head teacher of three challenged schools I have seen first-hand the positive impact volunteers from the world of work have on students. They help broaden and raise aspirations and give first-hand insight into the breadth of the jobs market. It is a great example of the good practice Ofsted expects schools to include when proving young people with effective independent careers advice.* **Dame Joan McVittie - Past President ASCL**

*The Government's statutory guidance for Careers provision in schools (March 2015) states that sustained and varied contacts with employer networks, ..., mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options. Building strong links with employers is key to providing high quality careers guidance for our students, and at our OFSTED inspection, we were asked to provide evidence of the range of careers-related activities that we provide for our students. Inspiring the Future helps me to fulfil this requirement.* **Cathy Thompson - Careers Co-ordinator, St Peter's Catholic School, Guildford**

Ofsted's new [Common Inspection Framework](#) introduced in September 2015 has an increased focus on the importance of careers guidance for all young people aged 13-18. Volunteers from the world of work can play a key role in enhancing careers guidance provision and the important decision-making all young people need to make about their futures while at school.

This resource has been developed to explain how working with volunteers from the world of work in supporting your careers guidance provision is directly linked to the criteria in the inspection framework.

The ideas listed below are our suggestions about how you can enhance your careers guidance provision and boost your chances of meeting inspection requirements.

We hope that these ideas will help schools to come up with new exciting ways to use volunteers to open the eyes of your pupils to the vast range of career options available to them. If you would like to contribute your ideas about using volunteers please email [enquiries@inspiringthefuture.org](mailto:enquiries@inspiringthefuture.org)

### **The statutory duty for schools to provide careers guidance**

All schools now have a legal duty to provide all registered pupils at the school with independent careers guidance from year 8 to year 13. Young people want and need to be well-informed when making subject and career decisions.

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

The [March 2015 statutory guidance](#) placed the emphasis on high quality, independent careers guidance to help pupils emerge from school more fully rounded and ready for the world of work.

### **Two reasons why it is critical schools enable all young people to make the right choice about their future pathways**

#### **1. Progression at the age of 16**

Progression at ages of 16 and 17 to further learning is now required for every young person. This means that they must be in the position to make informed choices as they join 16 – 19 study programmes or apprenticeships.

#### **2. New performance measures**

The new performance measures to be introduced by the Department for Education for secondary schools mean that for post-16 provision the focus will be on retention and progression. Therefore young peoples' choices are critical and they must make the right choice. Dropouts in the 6th form have serious implications for the young people and the schools' performance tables.

This emphasises the importance of having a clear strategy for meeting the careers guidance needs of every pupil so that they make informed choices about their future. It is also vital that this starts early

so that young people are given enough information in time to make their decisions and don't rule themselves out of potential jobs and career routes because of subject choices.

*Good careers guidance is distinctive to the needs of individual pupils so the school's overall strategy should be shaped accordingly. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options - Ofsted*

### **The role of volunteers from the world of work in supporting a school to meet these requirements.**

There are many examples where volunteers have talked to young people in schools and have helped to start the thinking process about their careers early. These volunteers have opened young people's minds and they have also helped make school subjects relevant to the world outside and their future careers.

Volunteers have provided students with insights into lots of different jobs and sectors so that they make informed choices and start to build a foundation for their future careers. Many schools incorporate using volunteers into their careers guidance strategy to make the difference to their students' futures. This in turn also helps them meet many of Ofsted's criteria in the latest [Common Inspection Framework](#). Events with volunteers only work well if the teachers involved are fully committed and invest time in achieving a good match between volunteers and students.

Ofsted says that inspectors will evaluate the extent to which leaders, managers and governors:

- *provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community*
- *successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment*

Key judgement heading	Criteria/grade descriptor in Ofsted's inspection handbook for schools	The value of volunteers and how volunteers could be used
<b>Overall effectiveness</b>	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.	Volunteers from diverse backgrounds or different cultures can challenge stereotypes for students and staff. Invite a volunteer from a different background to your students coming in to speak about their career route.
<b>Leadership and Management</b>	<p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	<p>Volunteers can help raise awareness of different career routes – across the board.</p> <p>They can help with motivate students by helping them to understand the value of their subjects beyond the classroom.</p> <p>Invite a volunteer who has taken a vocational route to speak to students about it e.g. the value of apprenticeships</p> <p>Invite volunteers to give short personal histories to support students' social and cultural development and open their minds by hearing case studies from real people.</p>
<b>Teaching, Learning and Assessment</b>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.</p> <p>Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide</p>	<p>Volunteers can challenge stereotypes about certain job roles and the value of subjects e.g. a female engineer could speak about the importance of maths in their role. This can help relate lessons to the real world.</p> <p>Invite a volunteer to talk about their jobs and how their subjects at school helped them in their career.</p>

Key judgement heading	Criteria/grade descriptor in Ofsted's inspection handbook for schools	The value of volunteers and how volunteers could be used
<p><b>Personal development, behaviour and welfare</b></p>	<p>pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p> <p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>	<p>Volunteers from different occupations and those who have changed their career paths since leaving school can help students understand the full range of options available to them e.g. a carpenter and welder works in the theatre where she designs and builds sets. She studied computer science and uses computer aided design for her work.</p> <p>Talking to volunteers, perhaps as a mentor can help students understand about employability skills such as: personal effectiveness; problem solving; team building; customer and business awareness.</p> <p>Volunteers can also stress how important it is to have the right attitudes and behaviour for work and the importance of preparing for an interview – from the point of view of the employer.</p> <p>Invite a volunteer to mentor students or to carry out mock interview sessions with students to enable them to think about how their education is providing them with skills and strengths for later life.</p>
<p><b>Outcomes</b></p>	<p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.</p> <p>Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<p>Volunteers can act as mentors or a sounding board as they develop their plans for their future careers. This way the school is helping students develop skills in managing their careers now and in the future.</p> <p>Invite a volunteer to support and mentor your students as they use web-based resources.</p> <p>They could provide a real life insight into a career – for example an apprentice could speak about the route into an apprenticeship and help the</p>

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		students to register on the Find An Apprenticeship site and understand the online resources.
<b>Study programmes</b>	<p>Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</p> <p>High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.</p>	<p>Volunteers can enhance your study programmes by spending more time with them to support their thinking and challenge them to help them make realistic plans for their future.</p> <p>Volunteers may also be able to offer your students work experience or help them prepare for their work experience so that they get the most of it. Invite a volunteer to speak about an alternative entry route to a career to help the students consider a wide range of different options and ensure that the student has knowledge of all the routes and knows about the reality of what the job/ career is like.</p>



Inspiring the Future has a network of over 28,500 employee volunteers who can come into schools and colleges to speak to students about their jobs, sectors and career paths. To access the volunteers, schools can sign up for free at [www.inspiringthefuture.org](http://www.inspiringthefuture.org)

**Inspiring the Future volunteers can help with a range of activities including:**

- Career speed networking
- Careers fairs
- Classroom talks
- Assembly talks
- Number partners
- Mock Interview sessions
- CV workshops

**A selection of volunteers from our 28,500 across the country:**

Job Title	Organisation	Location
Accountant	Deloitte LLP	Northumberland
Advertising Copywriter	L.Paston-Cooper	Isle of Wight
Apprentice Resourcing Coordinator	Virgin Media	North Yorkshire
Architect	GSS Architecture	Leeds
Associate Director of Rights	Macmillan Publishers Ltd	Hampshire
Beautician	Self Employed	Cornwall
Business Performance Leader	IBM	Dorset
Chief Executive Officer	MITIE Group PLC	Hackney
Communities Editor	Financial Times	Barnet
Construction Site Manager	Berkeley Group	Westminster
Corporate Operations Engineer	Google UK Ltd	Newcastle upon Tyne
Design & Sustainability Officer	Notting Hill Housing Trust	Hammersmith and Fulham
Director	American Express	Brighton and Hove
Director	Barclays Bank	Liverpool
Director of Governance	Premier League	Sunderland
Director, Corporate Communications	LinkedIn	Kingston upon Thames
Economist	Government Economic Service	Sheffield
Electrician	JTL	Kent
Executive Chef	Lancaster London Hotel	Waltham Forest
Farmer	Self Employed	Devon
Finance Manager	O2	Worcestershire
Financial Analyst	Credit Suisse	Nottingham and Nottinghamshire



Job Title	Organisation	Location
Graduate Civil Engineer	Nucleargraduates	Bristol
Head of Research and Technology	BAE Systems	Blackpool
Head of Talent	Siemens	Surrey
Head of Talent & Development Europe	Deutsche Bank	Birmingham
Head of the Deputy Prime Minister's Research & Analysis Unit	Cabinet Office	Cumbria
Head of Workforce Management	H.M. Revenue and Customs	Stoke-on-Trent
HR Advisor	PepsiCo	Blackburn with Darwen
Jewellery Designer	Burkmar Jewellery	Southend-on-Sea
Journalist	BBC	Manchester
Lawyer	Freshfields Bruckhaus Deringer LLP	Wolverhampton
Manager	Rolls-Royce	Derby and Derbyshire
Managing Director	Bank of America Merrill Lynch	Kent
Modern Engineering Apprentice	Nestle UK	York
Partner	PwC	Southwark
People Policy Specialist	Marks & Spencer plc	Lincolnshire
Principal Design Engineer	Imagination Technologies	Norfolk
Project Director	WPP	Essex
Researcher	Microsoft	Cambridgeshire
Senior Careers Liaison Officer	Royal Air Force	Kingston upon Hull
Senior Manufacturing Engineer	Aston Martin	Leicester and Leicestershire
Senior Marketing Manager	Innocent Drinks	Westminster
Senior Relationship Manager	NatWest	Cornwall
UK Country Manager	BP	Gloucestershire

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