CORE PROGRAMME

Understanding the role and value of a Careers Leader

Day 1

ROLE

VALUE

IMPROVEMENT

Trainer: _____
Assessor: _____

Welcome to the CDI Careers Leader Training

WELCOME

Careers Leader Training

The Five Taught Days

Core Day 1

Understanding the role and value of a Careers Leader

Core Day 2

Designing your Careers Programme

Core Day 3

Leading, evaluating and improving your Careers Programme

Extension Day 4

Leading Career Development Strategically

Extension Day 5

Managing Sustainable Career Development

CEC Learning Outcomes

- Understand the purpose and responsibilities of the Careers Leader.
- Understand how careers contributes to whole organisation priorities.
- Recognise the importance of strategic leadership.
- Identify key stakeholders and partnerships.
- Begin planning improvements within their own organisation.

Today is about.....

- Thinking strategically
- Sharing practice
- Challenging ideas
- Planning for improvement

Meet the Group

Name

Organisation

Experience

One challenge

Confidence Check

How confident do you feel today?

1 2 3 4 5

Low confidence

High confidence

What do others say….

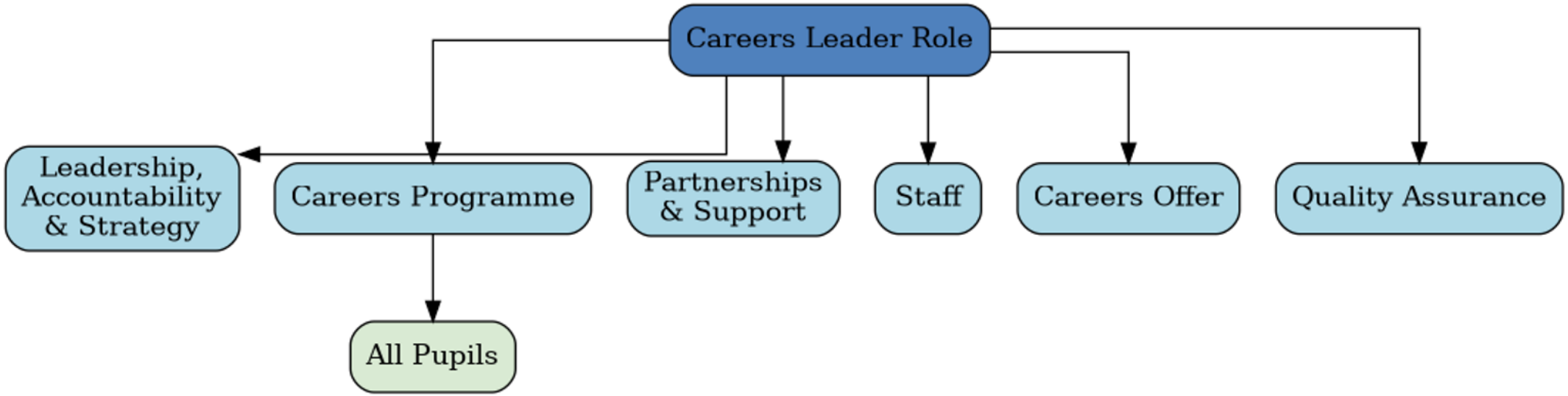
CDI Training Video
Karen

CDI Training
Video Ash



CDI Training Video
Will

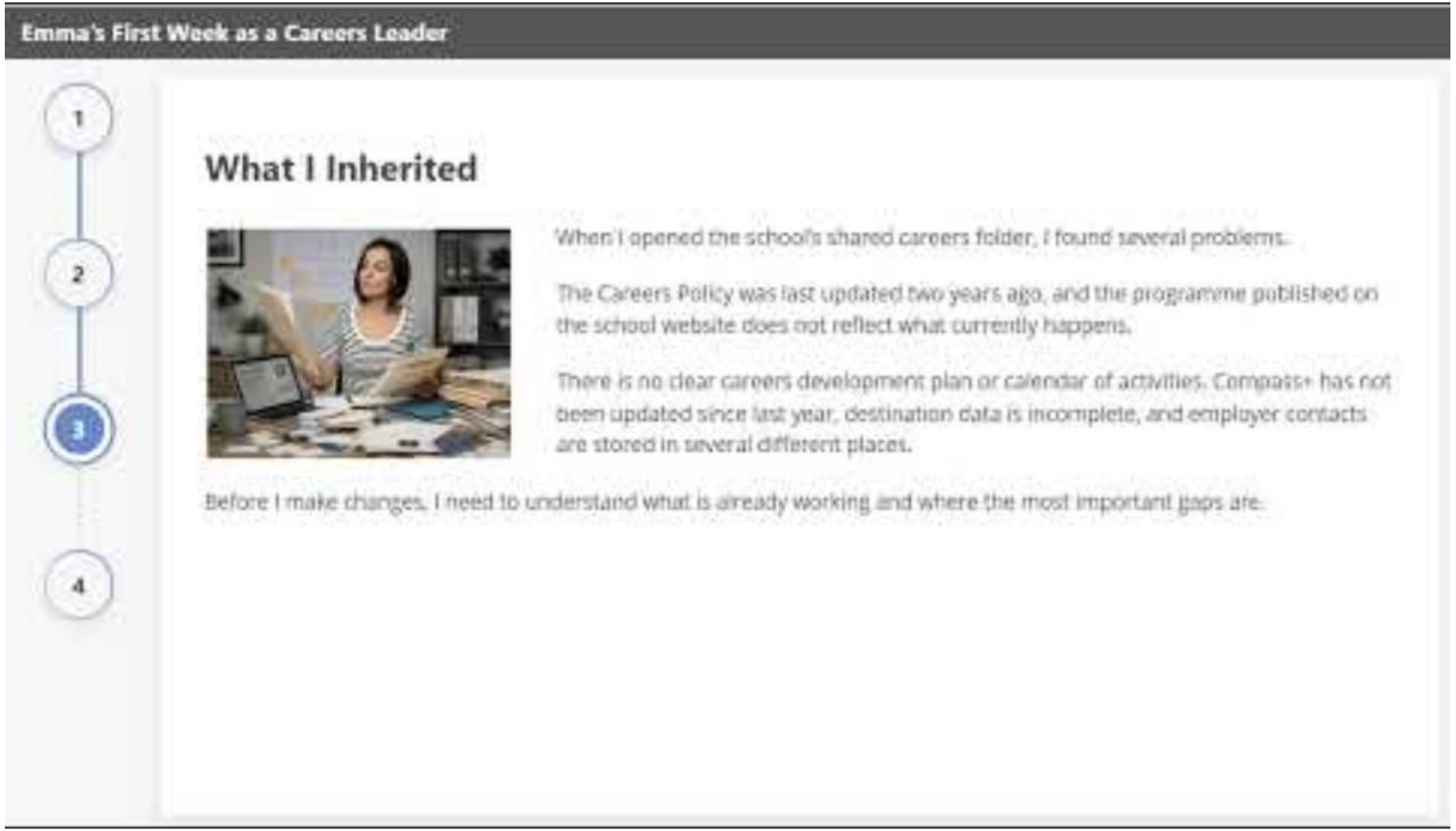
The Role of the Careers Leader



Accredited Mark Fox

Meet Emma

"You've just started as the Careers Leader at Greenfield Academy”.



Universal factors for success

Access to senior leadership

Positional or personal authority and leadership

Expertise

Time

Source – 2019 survey of Careers Leaders CEC

Models for the Careers Leader role

Middle leader, with senior leader support

Senior leader

Outsourced

Distributed leadership

MAT wide post

Support staff/admin role
(Careers Coordinator)

Benefits

Potential Risks

Models for delivering career learning

- discrete careers lessons
- modules of careers education within a PSHE carousel
- part of an integrated PSHE course
- part of a tutorial programme
- cross-curricular approach
- curriculum days

Aligning Institutions Vision & Careers

School/College Goals

Delivery
Resources
Results

Career Strategy Goals

Delivery
Resources
Results

Alignment

Activity – Mission Statement

Yeovil College has a clear mission statement

‘To Create Life-Changing Opportunities’.

Yeovil College Vision

Activity – How does your institution's mission statement align with your career programme?

Why does careers matter?

Would careers still matter if Ofsted never inspected it?

The Moral Purpose

Opportunity

Equity

Aspiration

Future

Choice

What does the evidence tell us?

OECD

Career guidance supports better transitions.

CDI

Career development improves lifelong outcomes.

CEC

Whole-school approaches have greater impact.

Skills England

The labour market continues to evolve rapidly.

Research Activity

Gatsby | CEC | Careers England | OECD | CDI

In groups, discuss the strengths and limitations of one of these research findings

BUILD THE CASE

should organisations invest in careers?"

Benefits of high-quality careers-related Learning

To individuals

raised aspirations & confidence
increased motivation
awareness of real opportunities
understanding of the relationship between own skills & labour market needs
improved career management skills
improved ability to progress successfully through key transition points
improved financial literacy
increased entrepreneurship

To learning organisations

improved motivation
increased attainment
better programme completion
sustainability

To business/employers

more motivated workforce
greater corporate responsibility
staff committed to training
Better-skilled staff
more creative staff
increased productivity
improved recruitment & retention
sustainability

To the economy

stronger, more adaptable workforce
reduced unemployment and underemployment
higher productivity and innovation
improved social mobility
better alignment between education, skills and labour market needs
reduced skills shortages and gaps
sustainable economic growth

To communities

increased social cohesion
reduced inequality and disadvantage
stronger local identity and resilience
improved well-being and life satisfaction
reduced crime and anti-social behavior
more active citizenship and volunteering,
sustainable community development

Making the Case for Careers

Need

Evidence

Benefits

Recommendation

Your Organisation

Where are you now?

0%

50%

100%

Putting the learner at the centre of Gatsby

LEARNER

Voice | **Need** | **Experience** | **Impact**



Case Study - Activity: Putting the Learner at the Centre of Gatsby – Meet Aisha

Read the case study:

Question 1

How was the learner's voice included?

Question 2

Which Gatsby Benchmarks would have the greatest impact on her over the next 12 months?

Question 3

What activities would you put in place?

Question 4

How would you know whether your careers programme had made a difference to Aisha?

Meaningful Encounters with Work

- Traditional work experience
- Employer projects
- Virtual
- Enterprise
- Supported internships

Careers Across the Curriculum

CDI Career Development Framework

CDI Framework - Career Development Institute

Grow throughout life

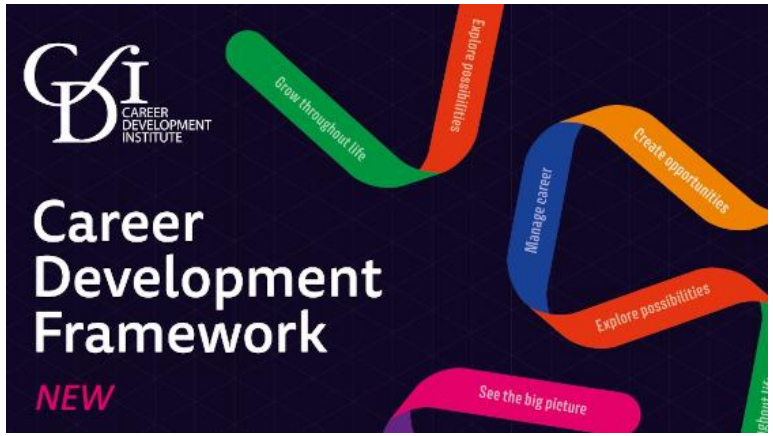
Explore possibilities

Manage career

Create opportunities

Balance life and work

See the big picture



Skills Builder

Skills Builder
UNIVERSAL
FRAMEWORK 2.0



[The Universal Framework]

How useful are Frameworks and Tools?

Do they assess all the provision?

How easy are they to use?

Do they work for your school/SEND school/College

What's missing?

How do they help develop gaps?

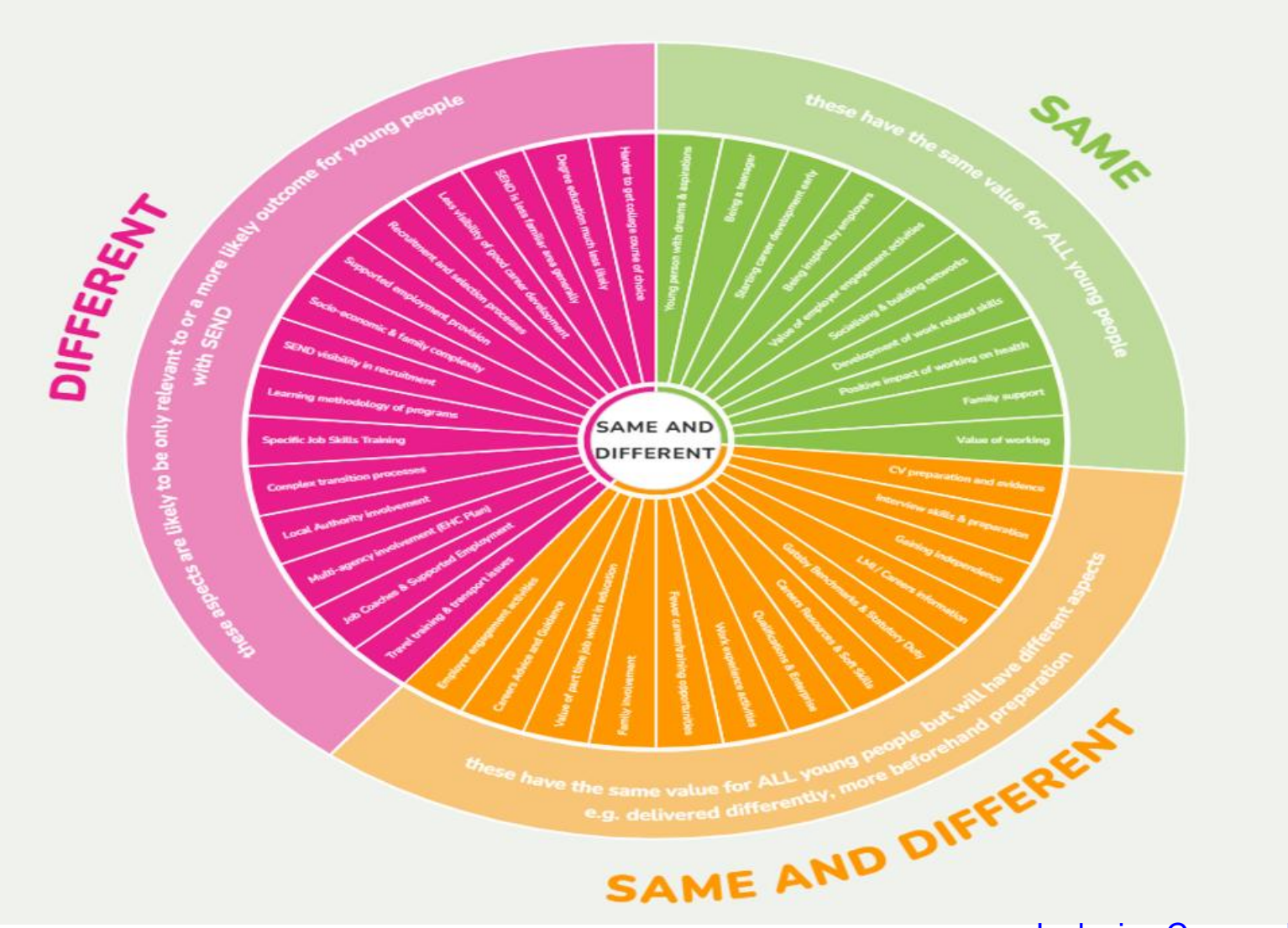
How does it assist in developing the careers programme?

Inclusive Careers Provision

How do we ensure every learner can succeed?

- Access
- Adaptation
- Voice
- Opportunity

Talentino



[Inclusive Careers Education | Talentino!]

Improvement Planning

How can planning help me?

Strategic Planning Cycle

Vision

Plan

Deliver

Review

Improve

Using Compass to inform Strategic Planning

Group discussion:

- How do you complete your Compass/Compass +
- Is it planned or actual
- How do you manage your Compass/+ score
- CEC support

Your First 100 Days

0–30

What will you understand, discuss or put in place?

31–60

What will you understand, discuss or put in place?

61–100

What will you understand, discuss or put in place?

Reflection

What surprised you?

What will you do first?

What support do you need?

Professional Practice Challenge

Meet

Meet with a senior leader and:

Discuss

Discuss your careers provision

Identify

Identify one priority

Gather

Gather one piece of evidence

Questions – Now that you have completed Day 1

Question 1

1. What's the most important thing you've learned from the session and your discussions today? Is there something you'd like to celebrate or recognise in your practice?

Question 2

2. Has today highlighted a gap or something you'd like to put in place? What, when and how?

Question 3

3. What support do you need from leadership or others to address immediate priorities? What discussions should you have with your line manager to move forward?

Next steps and moving forward

- Review and answer the three questions in your reflections and actions handbook.
- Think about support you would like from your colleagues and the value of WhatsApp, Padlet, etc.

The Careers Leader Toolkit

✓ Organisation Audit

✓ Stakeholder Map

✓ Business Case

✓ Strategic Planning Framework

✓ First 100 Days Plan

Accreditation & Assessment – For Day 1

Introduction
Expectations
Deadlines & Extensions

Unit 18 Assessment Criteria - 18.1.1
Unit 18 Assessment Criteria - 18.3.1
Unit 18 Assessment Criteria - 18.3.2
Unit 19 Assessment Criteria - 19.2.1
Unit 19 Assessment Criteria - 19.3.1
Unit 19 Assessment Criteria - 19.3.2