

CORE PROGRAMME



Understanding the role and value of a Careers Leader

Day 1

Trainer: _____

Assessor: _____

ROLE

VALUE

IMPROVEMENT

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

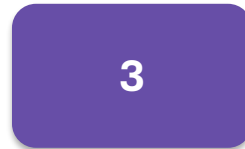
Organisation

Experience

One challenge

Confidence Check

How confident do you feel today?



Low confidence

High confidence

What do others say....

CDI Training Video
Karen

CDI Training
Video Ash

CDI Training Video Claire Compton

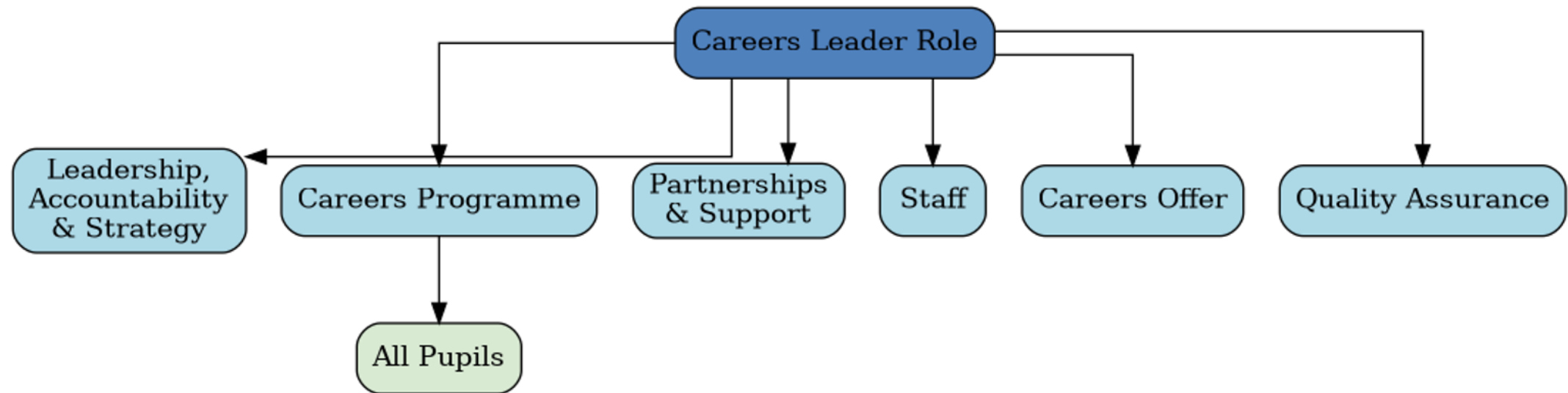
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Recorded by
Miss C Compton

Organized by
Miss C Compton

[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".

Emma's First Week as a Careers Leader

1

2

3

4

What I Inherited



When I opened the school's shared careers folder, I found several problems:

- The Careers Policy was last updated two years ago, and the programme published on the school website does not reflect what currently happens.
- There is no clear careers development plan or calendar of activities. Compass+ has not been updated since last year, destination data is incomplete, and employer contacts are stored in several different places.

Before I make changes, I need to understand what is already working and where the most important gaps are.

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

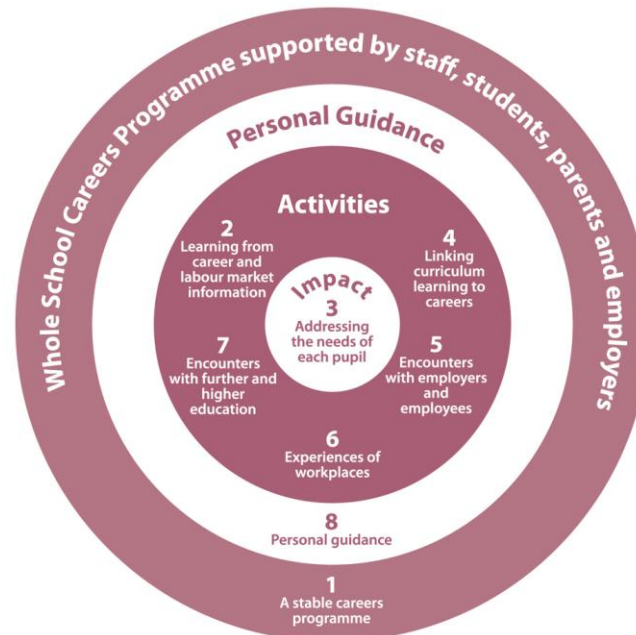
LEARNER

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



[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?

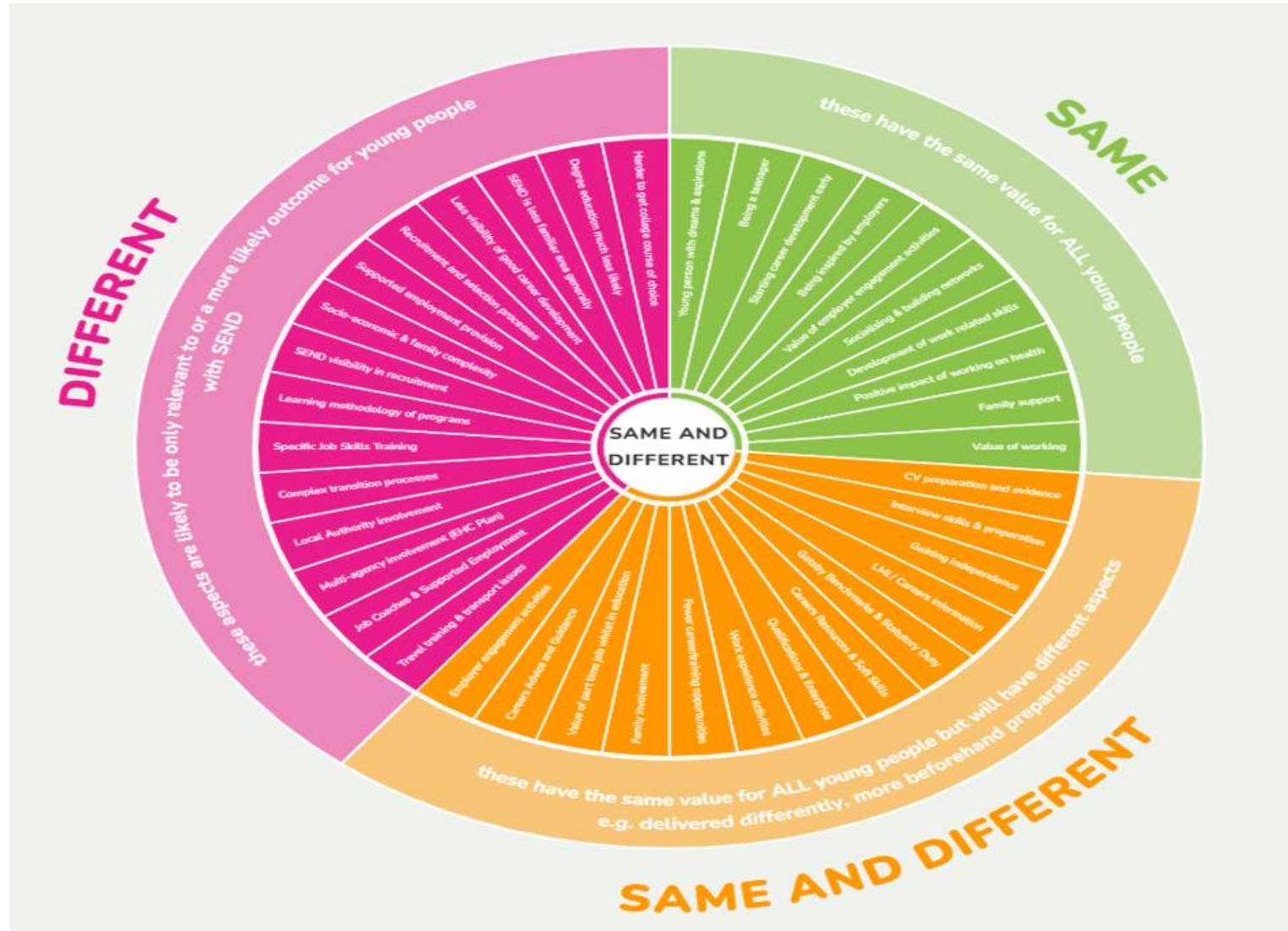
Access

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](#)