



A case study into how we linked the Careers Impact System with improving Careers in the Curriculum and engaging SLT and teachers along the way...



**Inspiring
Careers
Programme**

**WEST LONDON
CAREERS HUB**



**How did WLCH and
EDT approach the roll
out of the Careers
Impact System
across West London?**



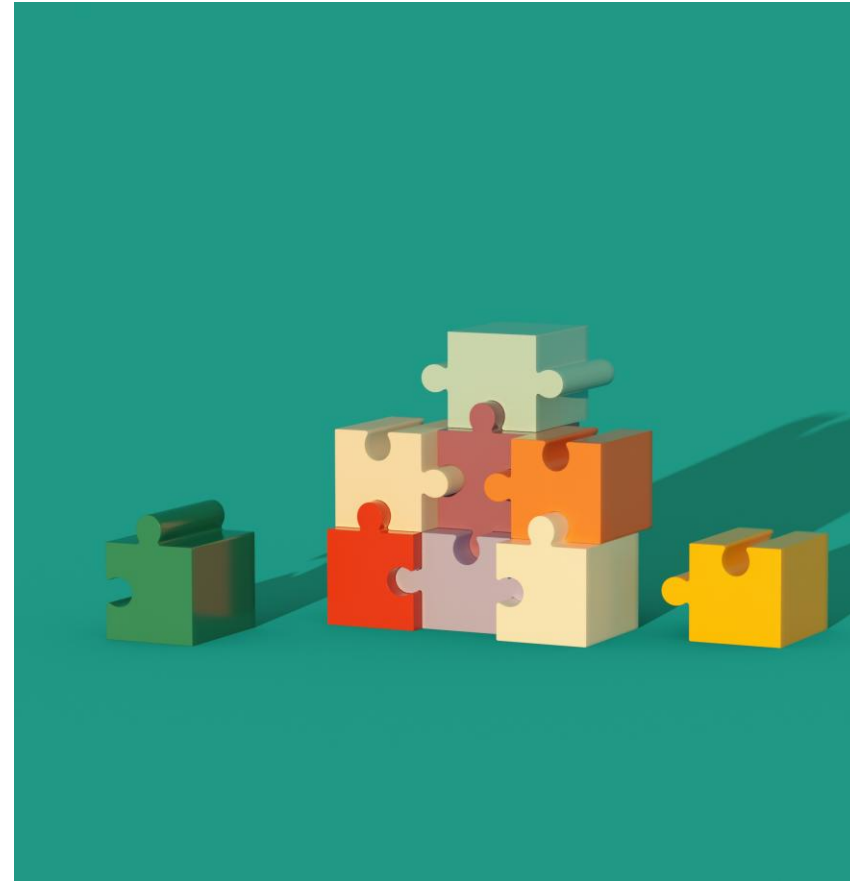


**Inspiring
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**Through the
integration of one the
project themes and
hook the interest of
the SLT**



What this workshop won't tell you?

- That this is the only way
- That only funding provides success





**Our aim is to provide
you with a bitesize
case study to show
how we were able to:**



**Engage a stronger
leadership
approach to
careers from the
top**



**Allow every
teacher the
opportunity to be
a teacher of
careers**



**Intertwine the
themes within CIS
with Gatsby**



**Provide the
stepping-stones
to the Quality in
Careers Standard**

Where did the journey begin?





How did the **Careers Impact System** help us deep dive **Theme 4** (Gatsby Benchmarks 1 & 4) and work towards achieving some of the hubs strategic priorities

National Careers Enterprise Company (CEC) Priorities – West London Careers Strategy 2024/25

Priority 1: Raise the quality of careers provision in schools and colleges against the Gatsby Benchmarks through training for the education workforce, targeted support and quality assurance.



Careers Impact System (CIS Theme 1 and Gatsby Benchmark 1)

Strategy:

- Increase performance across West London through SLT and Career Governor commitment to raising the quality of careers education to ensure a “whole school approach” using the **Careers Impact System** as the vehicle to drive change.

National Careers Enterprise Company (CEC) Priorities – West London Careers Strategy 2024/25

Priority 2: Provide more high-quality experiences with employers for students and teachers.



Teacher Encounters (CIS Theme 4 and Gatsby Benchmark 4)

Strategy:

- 100 **Teacher Encounters** programme to focus on Alternative Technical Education (ATE) pathways, preparing young people for the application process and essential skills using Skills Builder framework.

National Careers Enterprise Company (CEC) Priorities – West London Careers Strategy 2024/25



Priority 5: Work closely with key partners and stakeholders in WL to amplify priority sectors to students, teachers and parents and embed green and digital cross cutting and transferable skills in education to contribute towards the Local Skills Improvement Plan (LSIP).

Teacher Encounters (CIS Theme 4 and Gatsby Benchmark 4)

Strategy:

- Amplify priority sectors to students' teachers and parents by bridging the gap with **Teacher Encounters**.



Priority 1 – How we positioned the Careers Impact System (CIS)



ENHANCING CAREERS EDUCATION

The Careers Impact System is a process that drives continuous improvement in the quality of careers education in schools and colleges. It's a systematic approach to raising standards and is directly linked to wider school and college improvement.



DEFINING STANDARDS & PATHWAYS

The Careers Impact System sets clearly defined standards as to what good looks like in careers leadership and careers provision – in what is called a maturity model – and maps the pathway towards achieving it – showing how careers leadership and excellence is a driver for overall school and college improvement.



IMPROVING CAREERS PROVISION

Undertaking an Internal leadership review supports the quality assurance of your careers provision and encourages continuous improvement aligned to your whole institution's priorities.



West London Career Impact System
Peer-to-Peer (18)
Theme 1 & 2 – Key Findings:

Further Education (3):

Common Strength: Theme 1

1.2 – Leaders Vision and intent for careers

Common Priority Area: Theme 2

2.2 – Addressing the needs for all learners

SEN Institutions (6):

Common Strength: Theme 1

1.5 – Support and challenge from governance

Common Priority Area: Theme 2

2.1 – Development of progressive careers learning journeys

Mainstream Institutions (9):

Common Strength: Theme 1

1.2 – Leaders Vision and intent for careers

Common Priority Area: Theme 2

2.6 – Careers Impact evaluation: Stakeholder voice

Theme 1	Theme 2
Careers leadership, vision and intent, and planning for development (Benchmark 1)	Addressing the needs of all learners and impact evaluation (Benchmarks 1 and 3)

Common Strength across all: Theme 1 (1.2 – Leaders Vision and intent for careers)

Common Priority Area across all: Theme 2 (Various)

West London Career Impact system –
Internal Leadership Review (43)
Theme 4 – Key Findings

Further Education (3):

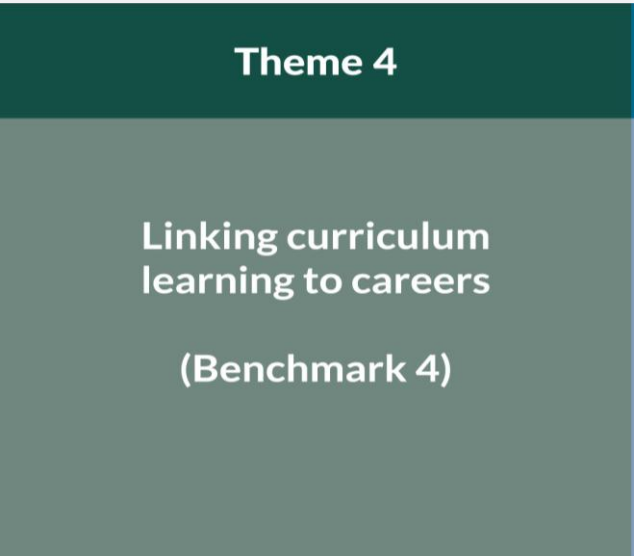
Common Strength:
4.3, 4.4, 4.5, 4.6 (Column 4)
Common Priority Area:
4.1 and 4.2 (Column 2)

SEN Institutions (22):

Common Strength:
4.1, 4.2 and 4.4 (Columns 3 & 4)
Common Priority Area:
4.3 (Column 1)

Mainstream Institutions (18):

Common Strength:
4.1 (Column 3)
Common Priority Area:
4.2, 4.3 and 4.4 (Column 1 & 2)



Common Finding:

4.2 – Staff highlighting the relevance of their subjects and making links from the curriculum (Correlates with GBM8 results from Compass+ Evaluations)

What has been the value of taking part in the Careers Impact System

GAINING CONFIDENCE

Has been an eye-opening experience of what is happening within the institution setting, and given the confidence to progress with clear outcomes, so that not only the young people understand, but the parents and whole institution.

Key outcomes

CLARITY THROUGH THE MATURITY MODEL

The impact of the language of the maturity model has been fundamental in institutions being able to have real clarity over the priority actions they have as an institution and how that feeds into all areas of educational excellence and what they want to do with their young people.

SPOTLIGHT ON STRENGTHS

The review has been a vehicle that has provided a real spotlight on what institutions do well and has raised the profile of careers education. It's important for leaders and practitioners to focus on those strengths.

EVALUATING YOUR GOALS

Gives you a very specific way of evaluating and assessing where you are at and where you want to be, where you want to go.





Recommendations from the Department For Education

HIGH QUALITY...

"High-quality careers provision is an essential part of the government's missions"

STRATEGIC APPROACH...

"We strongly recommend the use of the [Careers Impact System](#) which supports a quality assured, sustainable and strategic approach to careers leadership and establishes a shared and standardised language of quality improvement for careers, aligned to school and college improvement"

ACCOUNTABILITY...

"Accountability is essential to improving standards"

DEFINED STANDARDS...

"The [Careers Impact internal leadership review](#) sets clearly defined standards on what good careers leadership looks like: it is directly linked to wider school and college improvement. The review supports a journey to maturity in key elements of careers leadership. We recommend annual completion of the review in line with the institution's strategic planning cycle"

QUALITY...

"Institutions should ensure the quality assurance and continuous improvement of their careers programmes"

QUALITY IN CAREERS STANDARD...

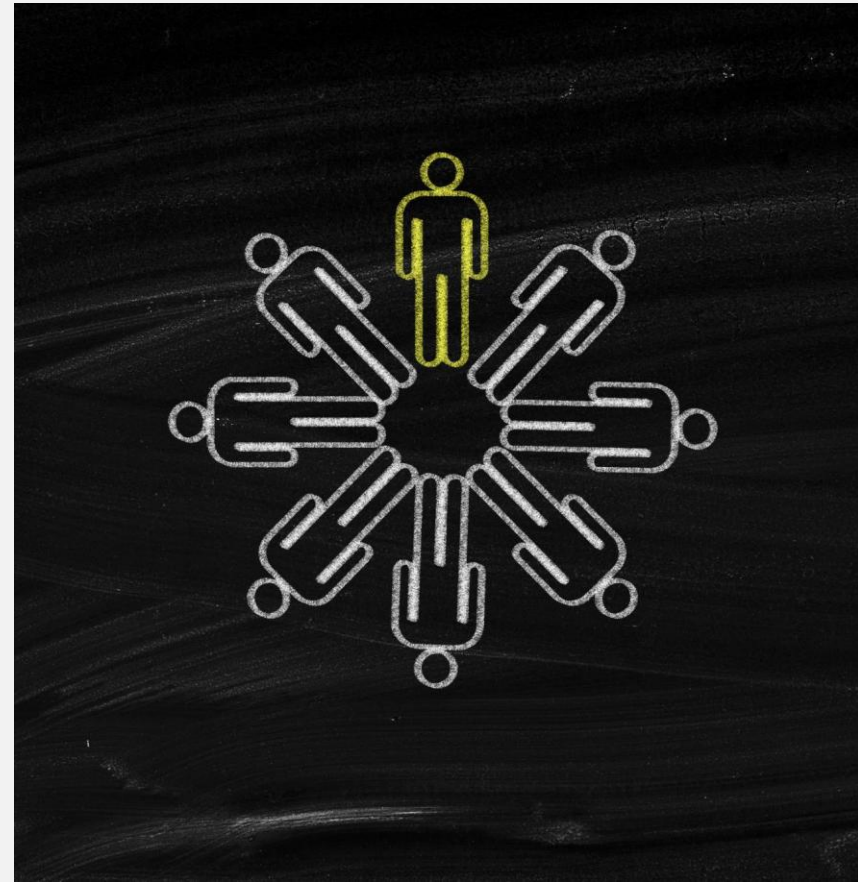
"We strongly recommend that all schools and colleges work towards the national [Quality in Careers Standard](#) to support the development of their careers programme"

(Sourced and as quoted in the Statutory Guidance – Careers Guidance and access for education and training providers – Updated 8 May 2025)

Deep dive into Theme 4 (CIS): Linking Careers into the Curriculum

Reasons why :

- Careers-related CPD is currently an area for development amongst teachers.
- There is limited whole-school engagement with employers, except for those directly involved like the WEX organiser or Careers Lead.





Bridging the Gap Programme (Providing Teacher Encounters with the Workplace)

CIS School Participation

Every school undertaking CIS was offered placements and signed a MOU to put forward 5 teachers each



Full School Sign-Up

100 % schools signed up to the programme and to date 80 % of schools taken part with the rest taking part this summer term.

Key outcomes

SLT Engagement

SLT member for Careers invited to a webinar to find out about the benefits and agreed to sign up

Bridging the Gap 2 step programme:

- **Inputs:** Preparation for visit/visit / post session including support to put together a lesson plan.
- **Outputs:** teachers to prepare and deliver the lesson plan/ CPD to staff and feedback to the team

Video

The video is about to play...

Conclusions:

- ✓ Engagement in CIS was more focused by SLT by offering support to improve GB4
- ✓ Opened-up conversations about “careers” with teachers
- ✓ More confidence and engagement by the schools to pursue the Quality in Careers Standard.
- ✓ Careers education should be a whole school approach and distributed amongst leadership, not just the Career Leader



Thank you for your time