# CDI CAREERS LEADER TRAINING

## CORE PROGRAMME WORKBOOK

Interactive learner edition | November 2026

# Contents

Select a section to go directly to it


**Introduction and preparation** 2

**DAY 1** 3
Understanding role and value

- Welcome and confidence 3
- Confidence wheel 4
- Case study Meet Emma 5
- Models of the Careers Leader role 7
- Models of delivering career learning 8
- Mission statement and research review 9
- Making the case for careers 11
- Putting the learner at the centre 12
- Meaningful encounters and curriculum 13
- Inclusive careers provision 14
- Same and Different model 15
- Improvement planning 16
- Objectives for next quarter 17
- Day 1 reflection 18

**DAY 2** 19
Designing your programme

- Professional conversation 19
- Professional standards 20
- Career development theory 21
- Theory into practice 22
- Labour market information 23
- Case study Jordan's employer offer 23
- Partnerships and stakeholders 25
- Reflection and action planning 26

**DAY 3** 27
Leading and improving

- From planning to impact 27
- Case study Oakfield Academy 29
- Reviewing your programme 30
- Gatsby Benchmark 4 31
- Skills Builder framework 32
- Talentino Careers at Every Level 33
- PSHE RSHE and careers 34
- Designing a careers programme 36
- Curriculum planning cycle 37
- Progressive spiral curriculum 39
- From activity to learning outcome 41
- Test your own programme 42
- Evaluating careers provision 43
- Case study Riverside College 44
- Case study Meadow View School 45
- Leading change 46
- Training needs analysis 47
- Planning training 48
- Applying learning to priorities 49
- Day 3 reflection 50


Funded by the Careers and Enterprise Company

Fields can be completed and saved in a compatible PDF reader

# Careers Leader Training

### Introduction to the Workbook

This Workbook has been developed to support all 3 Core days of the Careers Leader programme. The workbook contains all of the activities that you will need to participate in the course; it is important that you have sight of this document for your training sessions.

### Being Prepared

Complete the Before Confidence Levels Questionnaire from the Reflections and Actions Document from the CDI.

### Introduction and welcome to the Training Programme

Your Contract sets out dates and arrangements for attending the three or five training days—virtually or in person. Each day is built around this Workbook with information and activities to support the Careers Leadership Training Programme, along with a PowerPoint slide deck.
The Reflections and Actions document provides a framework to help you reflect on your learning and document your priorities for action concerning the Strategic Careers Development Plan, Policy, and Programme. Please make a note of the CDI staff who will be involved in your training:

| Key Role | Name and Contact Details |
|---|---|
| **Tutor for the Programme** | |
| **Assessor for the Accredited Programme** | |
| **CDI Professional Training Manager** | **Sue Alder**<br>**Sue.alder@thecdi.net** |
| **CDI Academy Training Co-ordinator** | **Jacob Kinnier**<br>**Jacob.kinnier@thecdi.net** |
| **Internal Quality Assurance for the Accredited Programme** | **Jonathan Geddes**<br>**Ellen Kerr**<br>**Alistair Pitt** |

## Day One – Understanding the Role and Value of a Careers Leader – Slide 6

As we will be working together for three or five days and for around 34 weeks, sharing the group's background and experience is helpful.

1. How long have you been in post?

2. Where do you work (Middle, 11-16, 11-18, All through, SEND, AP, FE, ITP)?

3. One challenge you anticipate

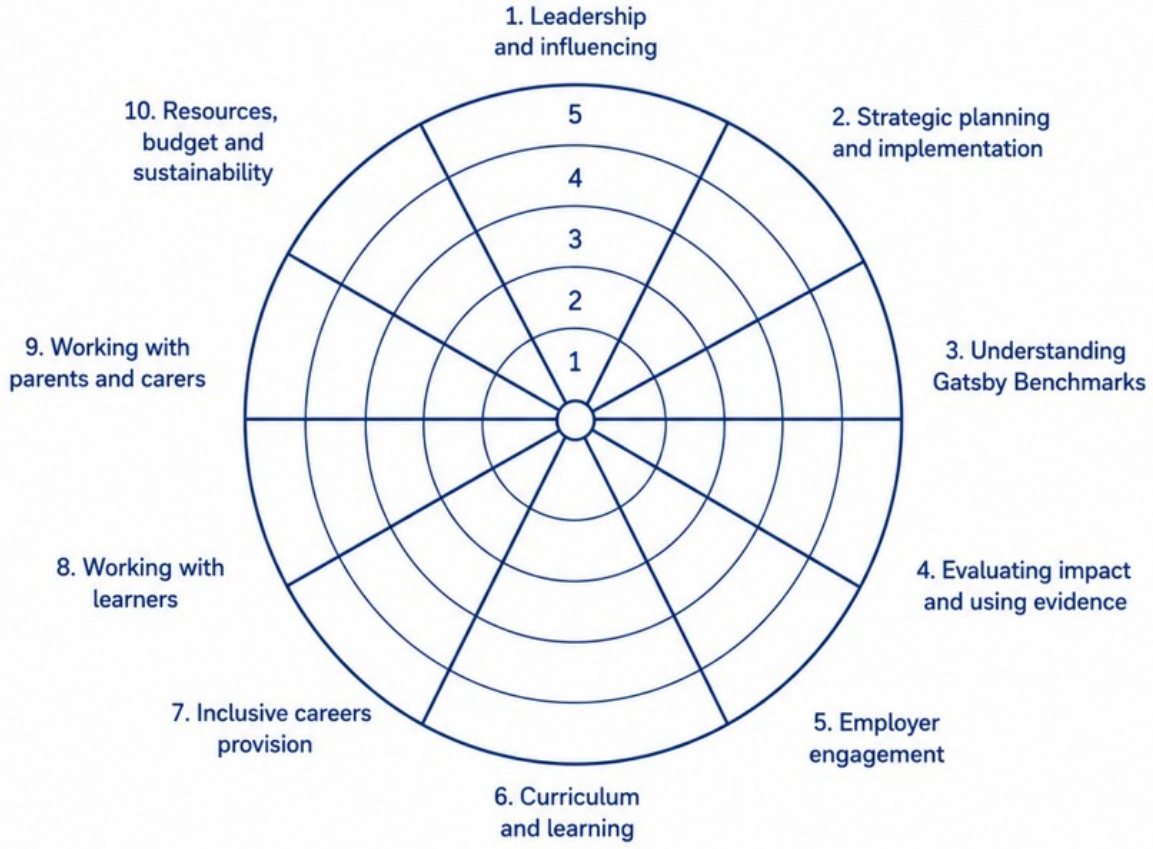
### How confident do you feel today? – Slide 7

**Rate your current confidence in each area of the Careers Leader role.**
On a scale of 1 to 5, where 1 is 'Not Confident ', and 5 is 'Very Confident'.

| Careers Leader role area | Score 1-5 |
|---|---|
| Leadership and influencing | |
| Strategic planning and implementation | |
| Understanding Gatsby Benchmarks | |
| Evaluating impact and using evidence | |
| Employer engagement | |
| Curriculum and learning | |
| Inclusive careers provision | |
| Working with learners | |
| Working with parents and carers | |
| Resources, budget and sustainability | |

# Confidence Wheel

Rate your current confidence in each area of the Careers Leader role.
On a scale of 1 to 5, where 1 is 'Not confident' and 5 is 'Very confident'.




My three personal learning goals for this programme are:

1. 
2. 
3. 

You will revisit this wheel at the end of the programme to see how your confidence has developed.

## Reflection – Slide 8

Previous Careers Leader Video

1. What resonated with you?

2. What advice would you take?

3. What surprised you?

## Case Study 1 – Meet Emma – Slide 10

Emma's First Week as a Careers Leader

Emma has recently been appointed as the Careers Leader at Greenfield Academy, an 11–16 secondary school with approximately 1,100 students. She is an experienced teacher who has always enjoyed supporting young people with their future choices, but this is her first strategic leadership role. Emma has been given one day a week to undertake the Careers Leader role alongside her teaching timetable. She has inherited the role from a colleague who left at the end of the previous academic year, and there has been little handover.

During her first few days, Emma quickly realises that everyone seems to have a different expectation of what the Careers Leader should do:

- The **Headteacher** tells her: *"I'd like us to achieve all eight Gatsby Benchmarks this year and make sure we're ready for our next inspection."*
- The **Deputy Head** asks: *"Can you organise a careers fair for Year 11 before Christmas?"*
- The **PSHE Lead** emails asking if Emma can provide careers lessons for every year group.
- The **SENDCO** wants to discuss how careers education can better support students with additional needs and those with Education, Health and Care Plans (EHCPs).
- The **Work Experience Coordinator** is retiring at the end of the term and asks Emma whether she will be taking over responsibility for placements.

Several teachers have also approached Emma asking for employers to visit their lessons, while a local engineering company has contacted the school offering to work in partnership.

When Emma opens the shared careers folder, she finds: a Careers Policy that was last updated two years ago; a Careers Programme on the website that doesn't reflect current practice; no clear careers development plan; Compass+ has not been updated since last year; destination data is incomplete; employer contacts are stored in several different places; and there is no clear calendar of careers activities for the current academic year.

Emma is passionate about improving careers education, but by the end of her first week she feels unsure where to begin. She asks herself: "How can I possibly do all of this in one day a week?"

**Activity 1 – What Would You Do First?**
Working in small groups, discuss the following questions.

1. What are Emma's immediate priorities? List the five things Emma should focus on during her first month.

2. What should Emma not try to do immediately? Identify activities that could wait until later in the year.

3. Who should Emma speak to first? Who are the most important stakeholders she should meet during her first few weeks?

4. What information does Emma need before making decisions? Think about the evidence she should gather before changing the careers programme.

5. Which of Emma's challenges are:

| Operational | Strategic |
| --- | --- |
| | |

## Models of the Careers Leader Role – Slide 12

Discuss the models presented.

- Which model reflects your school/college?
- What are the advantages/disadvantages of each?
- Which model do you believe is most effective for your setting?

| Model of Career leadership | Benefits | Potential Risks |
|---|---|---|
| **Middle Leader:** Takes responsibility for all tasks, and reports to a senior leader with overall responsibility for careers. In some 11-18 schools the role may be split between the Careers leader and head of sixth form | | |
| **Senior Leader:** an assistant head or deputy head, takes on responsibility not only for the strategic overview but also for the day-to-day operational leadership and management of careers | | |
| **Outsourcing:** the school commissions an individual, often a careers adviser either from a careers organisation or a sole trader, to not only provide careers guidance but also to lead on the careers programme | | |
| **Distributed Leadership:** the tasks of careers leadership are shared among a small team of senior or middle leaders. The senior lead takes on the strategic leadership and then leads a team of two or three middle leaders who take on aspects of operational management coordination and networking | | |

| Model of Career leadership | Benefits | Potential Risks |
|---|---|---|
| **Multi School/College Leadership:** one individual, either senior leader or middle leader, is responsible for leading careers in more than one school often within the same multi-academy trust | | |
| **Other** | | |

## Models of delivering career learning – Slide 13

**Please complete the following table:**

| Model | Benefits | Potential risks |
|---|---|---|
| Discrete careers lessons | | |
| Modules of careers education within a PHSE carousel | | |
| Part of an integrated PHSE course | | |

| Model | Benefits | Potential risks |
|---|---|---|
| Part of a tutorial programme | | |
| Cross curricular curriculum and approach | | |
| Curriculum days | | |

**Activity Mission Statement – Slide 15**

In small groups, review the Mission Statement - How does your institution's mission statement align with your career programme?

| Notes |
|---|
| |

## Activity – Research Review – Slide 19

**In your group review the piece of research that you have been given and discuss:**

**What are the key findings?**

**How do these relate to my organisation?**

**Which evidence would persuade my senior leaders?**

| Research source and focus | Full URL |
|---|---|
| Gatsby Foundation - Good Career Guidance: The Next 10 Years. Reviews evidence and consultation, retains the eight Benchmarks and updates their definitions and criteria for the next decade. | https://www.gatsby.org.uk/app/uploads/sites/2/2025/07/good-career-guidance-the-next-10-years-report-1.pdf |
| Careers & Enterprise Company - Careers Education 2022/23: Now & Next. Analyses evidence from students, schools, colleges and employers on progress, career readiness, destinations and priorities for improvement. | https://www.careersandenterprise.co.uk/evidence-and-reports/careers-education-202223-now-next |
| Careers England - The Economic Benefits of Career Guidance. Reviews how guidance supports labour-market efficiency, education, social equity and wider economic benefits. | https://cica.org.au/the-economic-benefits-of-career-guidance-careers-england/ |
| OECD Career Readiness project. Uses international longitudinal and PISA evidence to identify career-development activities associated with better employment outcomes, equity and preparation for working life. | https://www.oecd.org/en/about/projects/career-readiness.html |
| Career Development Institute - Valuing Careers research. Reports a YouGov survey of 5,004 UK adults covering career attitudes, challenges, support, barriers and the past and potential value of career guidance. | https://www.thecdi.net/policy-campaigns-and-media/valuing-careers/valuing-careers-research |

**Activity – Making the Case for Careers – Slide 22**

Time: 10–15 minutes

Scenario

Your Headteacher asks:

**"Why should we invest more in careers?"**

Working in your groups, prepare a 2-minute response.

Use the four questions below.

1. Why do careers matter? (One key message)

2. What evidence supports this? (One piece of evidence or research)

3. How does it support your organisation? (Link to school/college priorities)

4. What would you ask for? (One realistic request)

**Share**

Each group shares one key point with the wider group.

| Question | Your Response |
|---|---|
| Why do careers matter? | |
| Evidence | |
| Link to organisational priorities | |
| One recommendation | |

**Activity – Putting the Learner at the Centre – Slide 25**

**Meet Aisha**

Aisha is a **Year 10 student** at Greenfield Academy.

She enjoys Science and Art and has recently started considering a career in healthcare. She is interested in helping people but isn't sure whether she wants to become a nurse, paramedic, occupational therapist or something else entirely.

Although she is doing well academically, Aisha lacks confidence. She is the first person in her family to consider university, and her parents know very little about the education system beyond school. They are supportive but encourage her to choose "a secure job".

Aisha has attended a careers assembly and completed an online careers quiz, but she has never spoken to a career's adviser. She has not met anyone working in healthcare and has never visited a university or workplace.

When asked about her future, she says:

*"I know I want to do something that helps people, but I don't really know what's out there or how to get there."*

**Your Challenge**

Working in small groups, discuss the following questions.

**1. How was the learner's voice included?**

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

Choose **three** and explain why.

**3. What activities would you put in place?**

Think about experiences rather than events.

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

What evidence would you look for?

| | |
|---|---|
| What does Aisha need? | |
| Priority Gatsby Benchmarks | |
| Activities we would provide | |
| How we would measure success | |

**Activity – Meaningful Encounters with work – Slide 26**

In your breakout rooms, discuss the following:

1. Current strengths
2. Current gaps
3. One improvement

## Activity – Careers Across the Curriculum – Slide 27

**Activity Simple mapping**

| Subject | Current links | Future opportunities |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## Reflection – Inclusive Careers Provision – Slide 31

**Reflection:**

How inclusive is our provision?

What barriers exist?

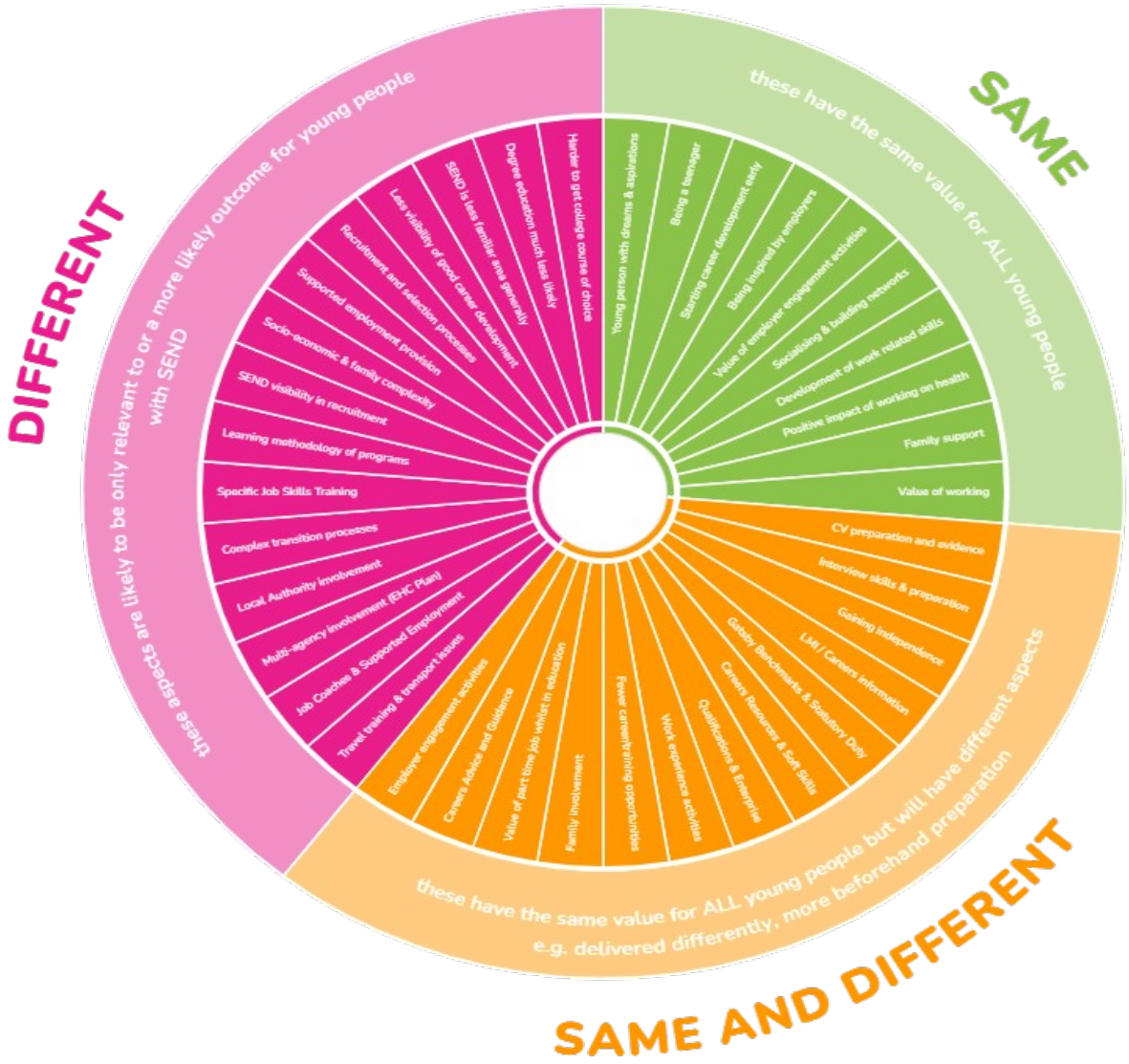
Three improvements

1.

2.

3.

Talentino Careers




*Source: Talentino Careers, Same and Different model.*

## Planning – Improvement planning – Slide 33

| Area | Current situation | Evidence | Recommendation | Expected Impact |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Compass outcomes PPT slide 35

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

## Your objectives for the next quarter - Slide 36

What are your objectives for the next quarter in your role as a Careers Lead?

| 30 days | 60 days | 90 days | Success Measures |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Professional Practice Challenge - Slide 37

1. **Meet with the senior leader**
2. **Discuss your careers provision**
3. **Identify one priority**
4. **Gather one piece of evidence**

## Questions - - Slide 38

**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?**

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

**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?**

## Day 2 – Designing your Careers Programmes

### Reflection from Day One

Looking Back

### Professional Conversation – Slide 5

Following your discussion with your Senior Leader:

| Question | Response |
|---|---|
| What did you discuss? | |
| What was agreed? | |
| What challenges remain? | |
| What support do you need? | |

## Professional Standards and Responsibilities – Slide 8

Complete the table.

| Professional Responsibility | What does this mean in practice? | How could you demonstrate this? |
|---|---|---|
| CDI Code of Ethics | | |
| Safeguarding | | |
| Equality, Diversity & Inclusion | | |
| Confidentiality & GDPR | | |
| Statutory Guidance | | |
| Gatsby Benchmarks | | |
| Continuing Professional Development | | |

Reflection

Which of these responsibilities are strongest in your current practice?

## Career Development Theory – slide 09/12

Complete the table.

| Theory | Key Principle | How could this influence careers learning? |
|---|---|---|
| **Differentialism** | | |
| **Developmentalism** | | |
| **Structuralism** | | |
| **Social Cognitive Theory** | | |
| **DOTS Career Construction** | | |
| **Happenstance** | | |
| **Community Interaction Theroy** | | |
| **Kolb** | | |
| **Culture Infused Career Counselling** | | |

| Theory | Key Principle | How could this influence careers learning? |
|---|---|---|
| **The Woop Model** | | |
| **Career Inaction Theory** | | |
| **Social Emancipatory Theory** | | |

## Theory into Practice – Slide 13

Choose one theory.

How could you apply it within your careers programme?

- Activity
- Year group
- Intended learning outcome
- Evidence of impact

## Reflection 14

Which theory best supports your current careers programme?

Why?

## Labour Market Information – Slide 18

**"I want to be..."**

Choose a career

Research:

- Current demand
- Skills required
- Qualifications
- Salary
- Local opportunities

**Occupation:**

How has the LMI influenced your advice?

**Jordan's Employer Offer**

Jordan is the new Careers Leader at Riverside School. A few weeks into the role, he receives an offer from a local engineering company to deliver a 45-minute general careers talk to all Year 10 students. The company is enthusiastic and proposes talking about its business, the range of jobs available and the skills it looks for in young people. At first, Jordan sees this as a useful opportunity to strengthen employer engagement.

However, he soon begins to question whether simply accepting the offer is the best approach. He does not yet know enough about the employer, the proposed content or how well the session would meet the needs of all Year 10 students. Colleagues also have different views: some are keen to accept the offer immediately, while others question whether a large, one-off talk would be engaging or inclusive. Jordan therefore needs to consider the intended learning outcomes, how the activity fits within the wider careers programme, how students and the employer should be prepared, and whether the original idea should be adapted to create a more meaningful employer encounter.

**Activity: what would you do?**

Working in small groups, can you answer the following questions:

What should Jordan find out from the employer before agreeing to the visit?

What should the intended learning outcomes be for Year 10 students?

How could Jordan work with the employer to make the encounter more meaningful and interactive?

What practical and inclusion issues should he think about before the session goes ahead?

Should Jordan accept the original idea of a general talk, adapt it, or suggest something different?

## Partnerships/ Stakeholders – Slide 21

**Building Your Careers Network**

**Draw your current partnership network.**




*Source: Power-interest stakeholder matrix, adapted from Mendelow (1991).*

**Possible stakeholders to consider:** SLT • governors/trustees • teaching and support staff • learners • parents/carers • careers adviser • employers • Careers Hub/Enterprise Adviser • FE/HE providers • training providers • local authority/SEND services • alumni/community partners

**Reflection: Who do you need to manage more closely, and which relationship should you strengthen first?**

**Choose one external partner**

- What do you need from them?
- What can you offer them?
- What needs to be agreed?
- How will their contribution support learner outcomes?
- How will you review the partnership?

## Personal Reflection

**Today I have developed my:**

| Area | Rating (1–10) |
|---|---|
| Confidence | |
| Knowledge | |
| Professional Judgement | |
| Leadership | |

## Action Planning- Slide 25

**Before Day 3 I will Action:**

| Strategic Aim | Why is it a priority? | What will I do? | Evidence of success |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**End of Day Reflection**

**"Designing an effective careers programme is not about organising isolated activities; it is about creating a coherent learning journey that enables every learner to develop the knowledge, skills and confidence to make informed career decisions."**

## Day 3 - Leading, Evaluating and Improving your Careers Programme

### From Planning to Impact – Slide 4

At the end of Day 2, you identified strategic aims for your careers provision. Choose **one priority** that you would like to take forward.

| Consider | Your reflections |
|---|---|
| What is the priority? | |
| Why did you identify it? | |
| What evidence informed it? | |
| What have you done so far? | |
| Who needs to be involved? | |

| Consider | Your reflections |
| --- | --- |
| How will you know whether it has made a difference? | |

**Keep this priority in mind throughout today. You will return to it at the end of the session.**

## Case Study 1 – Oakfield Academy - Slide 9

Lots happening – but is it a programme?

Oakfield Academy has a wide range of careers activities across different year groups. Year 7 has an Aspirations Day, Year 8 an employer event, Year 9 a careers fair, Year 10 work experience, and Year 11 individual guidance interviews. Departments also organise their own activities, including a STEM careers week in Science, journalists visiting English lessons, and university visits organised by the sixth form team. Compass shows good progress against the Gatsby Benchmarks.

However, much of the provision has developed independently. Activities are organised at different points and there is limited evidence that they connect together or build progressively on previous career learning. Learner feedback shows that students can often describe what they have done, but are less able to explain what they learned, how experiences connect, or how activities have influenced their career thinking. Some learners with SEND also participate in fewer employer activities. Priya, the Careers Leader, now needs to decide whether Oakfield has a coherent careers programme or simply a collection of activities, and what she should review first.

**Activity – What Would You Do ?**

Working in small groups, discuss the following questions.

1. What appears to be working well at Oakfield Academy?

2. What are the potential weaknesses in the current provision?

3. Would you describe this as a coherent careers programme or a collection of careers activities? Why?

4. What evidence would Priya need before reaching conclusions about the effectiveness of the programme?

5. What should Priya review first, and why?

## Reviewing Your Programme Slides 10

**On Day 1**, you discussed different delivery models. Today, consider the suitability and effectiveness of your current approach.

Independently review your programme.

| Review question | Your reflection |
|---|---|
| What are the pros and cons of your current delivery model? | |
| How coherent is your provision across year groups or phases? | |
| Which groups of learners may not be fully included? | |

What does this tell you about your current programme?

| |
|---|
| |

Is there anything you would change?

| |
|---|
| |

## Gatsby Benchmark 4 – Linking curriculum learning to Careers – Slide 11

Gatsby Benchmark 4 requires careers to be linked to curriculum learning. This cannot be achieved by the Careers Leader working alone.

Think about how careers is currently embedded across the curriculum in your setting.

| Consider | Your reflections |
|---|---|
| Which subjects currently make strong links between curriculum learning and careers? | |
| Where are the links less developed? | |
| Which colleagues need to be involved? | |
| What might prevent colleagues from making effective links? | |
| What support could the Careers Leader provide? | |
| How could you know whether curriculum-career links are making a difference to learners? | |

What makes Gatsby Benchmark 4 particularly dependent on other colleagues?

One action I could take to strengthen Gatsby Benchmark 4 is:

## Skills Builder Universal Framework – Slide 12

The Skills Builder Universal Framework provides a shared language for eight essential skills:

Listening • Speaking • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork

Consider how these skills could complement the learning outcomes within your careers programme.

| Consider | Your reflections |
|---|---|
| Which of these skills are already developed through your careers programme? | |
| Where are they currently developed? | |
| Are learners explicitly aware that they are developing these skills? | |
| Where could Skills Builder strengthen existing career learning? | |
| How could you avoid duplicating work already taking place elsewhere in the curriculum? | |

Choose one essential skill. How could you develop it through career-related learning?

Skill:

Year group/learner group:

Career learning activity:

Intended outcome:

How could you evidence progress?

## Talentino: Careers at Every Level Slide 13

Talentino's *Careers at Every Level* provides an example of how careers provision can be differentiated to meet the needs of different learners, including learners with SEND.

Think about your own programme.

| Consider | Your reflections |
|---|---|
| How well does your current programme respond to different learner needs? | |
| Which learners may need a more differentiated approach? | |
| Are activities adapted, or are all learners expected to access the same provision in the same way? | |
| What barriers might some learners experience? | |
| What could you change to make career learning more accessible and meaningful? | |

Choose one learner group that may benefit from a more differentiated approach.

Learner group:

What do they need?

What would you adapt?

How would you know whether the adaptation had helped?

## PSHE / RSHE and Careers – Slide 14

Careers education often sits alongside PSHE/RSHE, personal development and employability learning.

Review how these areas connect in your setting.

| Consider | Your reflections |
|---|---|
| Where does career learning currently sit within PSHE/RSHE? | |
| What career-related learning is already being delivered through PSHE/RSHE? | |
| Where is there overlap with other parts of the curriculum? | |
| Are there any gaps? | |
| Is there any unnecessary repetition? | |
| Who should you work with to improve alignment? | |

Where is there an opportunity to strengthen the connection between careers and PSHE/RSHE?

What would be the benefit for learners?

## Designing a Careers Education Programme – Slide 15

An effective careers education programme is a sequence of learning, rather than a collection of activities.

The slide identifies eight aspects that should be considered when designing the programme.

Review your current programme against each one.

| Programme design consideration | How well is this addressed currently? | What might need to improve? |
|---|---|---|
| Content | | |
| Differentiation | | |
| Career guidance theory | | |
| Teaching methods/delivery | | |
| Assessment of learning | | |
| Timing of activities | | |
| Curriculum location | | |
| Monitoring, review and evaluation | | |

Which area is currently strongest?

Which area needs the most attention?

Why?

**Remember: The design should begin with intended learning – not the activity**

## Curriculum Planning Cycle – Slide 16

The curriculum planning framework identifies seven stages:

1. Review current provision and practice;
2. Identify learners' career learning needs
3. Define aims, curriculum objectives and learning outcomes
4. Design the programme and plan delivery
5. Assess learners' learning
6. Monitor, review and evaluate
7. Plan how to improve provision

Use the framework to consider your own careers programme.

| Stage | How well do we currently do this? | What do we need to strengthen? |
|---|---|---|
| Review current provision | | |
| Identify learner needs | | |
| Define aims and learning outcomes | | |
| Design the programme and delivery | | |

| Stage | How well do we currently do this? | What do we need to strengthen? |
|---|---|---|
| Assess career learning | | |
| Monitor, review and evaluate | | |
| Plan improvements | | |

Which stage do you think your organisation does particularly well?

Which stage is most likely to be missed or underdeveloped?

What would strengthening this stage improve?

## Building a Progressive Spiral Curriculum – Slide 17

The progressive spiral model shows learners developing through repeated and increasingly sophisticated career learning: 1. Developing awareness of career; 2. Encountering information; 3. Having experiences; 4. Reflecting on learning; 5. Building understanding; 6. Developing plans and strengths; and 7. Putting learning into practice.

Choose one area of career learning from your programme.

For example: understanding pathways, employer encounters, LMI, career decision-making, employability skills or transition planning.

Area of career learning:

| Stage | What does this currently look like in your programme? |
|---|---|
| Developing awareness | |
| Encountering information | |
| Having experiences | |
| Reflecting on learning | |
| Building understanding | |
| Developing plans and strengths | |
| Putting learning into practice | |

Does the learning genuinely develop, or are learners experiencing similar activities each year?

Where is the strongest progression?

Where is there a gap?

## From Activity to Learning Outcome – Slide 18

Choose Year 9, or another year group/learner group relevant to your setting.

Year group/learner group:

| Start with… | Your response |
|---|---|
| What do these learners need? | |
| What should they know? | |
| What should they understand? | |
| What should they be able to do? | |
| What learning outcome would you set? | |
| What activity or experience would support that outcome? | |
| How would you assess whether the learning has taken place? | |

What is different when you start with the learning outcome rather than the activity?

## Test Your Own Programme – Slide 19

Choose one part of your existing careers programme and test it against everything you have just considered.
Year group/learner group:
Current activity/programme element:

| Test your programme | Your review |
|---|---|
| What learner need does this address? | |
| What is the intended learning outcome? | |
| How does it link to Gatsby? | |
| Does it support relevant skills development? | |
| Is it appropriately differentiated? | |
| How does it connect with PSHE/RSHE or curriculum learning? | |
| What previous career learning does it build on? | |
| What should come next? | |
| How is learning assessed? | |
| How will you evaluate its effectiveness? | |

## Your judgement

KEEP – What is already working well?

CHANGE – What needs adjusting?

ADD – What is currently missing?

One improvement I will make:

### Evaluating Careers Provision – Slide 20

**What is Evaluation?**

In your group, discuss what evaluation means within careers provision.

**WHAT?**

What are we evaluating?

**HOW?**

How could we evaluate it?

**WHY?**

Why are we evaluating it?

**Consider**

Are we measuring what happened, or the difference it made?

## Case Study 2 – Riverside College – Slide 23

Is the programme really effective?

Riverside College reports:

- 96% of learners had an employer encounter.
- 450 learners attended the careers fair.
- 180 learners completed work experience.
- 92% said they enjoyed the careers fair.
- Seven Gatsby Benchmarks are being met.
- 38 employers supported the careers programme.

**The Careers Leader concludes:**

**"This demonstrates that our careers programme is highly effective."**

Using Evidence to Demonstrate Impact

**Do you agree with the Careers Leader?**

| Evidence | What does it tell us? | What doesn't it tell us? |
|---|---|---|
| **96% employer encounters** | | |
| **450 careers fair attendees** | | |
| **180 completed work experience** | | |
| **92% enjoyed the careers fair** | | |
| **Seven Gatsby Benchmarks met** | | |
| **38 employers involved** | | |

**What additional evidence would you want?**

**What evidence would help you understand the impact on learners?**

**What would you report to SLT/governors?**

## Meadow View School - Slide 24

A colleague at Meadow View says:

**"Careers is important, but we already have too much curriculum content to cover."**

The Careers Leader is trying to strengthen careers within curriculum learning.

Discuss:

- What might be behind this resistance?
- What evidence could help the Careers Leader make the case?
- Who needs to be involved?
- How could careers be presented as supporting curriculum priorities rather than adding another demand?
- What would be a realistic first step?

Notes

## Leading Change - Slide 29

**Think about one change you need to lead within your own careers provision.**

**The change I need to lead is:**

**Resistance to change**

| Level | What resistance/barriers might you encounter? |
|---|---|
| Individual | |
| Group/team | |
| Organisation | |

Now consider the change models explored in the session:

PDCA – Plan, Do, Check, Act

Lewin – Unfreeze, Change, Refreeze

Fisher's Transition Curve

Which model resonates most with your organisation?

Why?

How could you use it to support the change?

What would be your first action?

## Training Needs Analysis - Slide 31

**Think about colleagues involved in the delivery of careers provision.**

Choose one group:

☐ Tutors
☐ Subject teachers
☐ Pastoral staff
☐ SEND staff
☐ Work experience staff
☐ Senior leaders
☐ Governors
☐ Other

**What do you need to find out?**

How could you identify their development needs?

| Method | How could you use this? |
|---|---|
| Surveys / polls | |
| Interviews / conversations | |
| Observations / learning walks | |
| Document review | |

What development need have you identified?

## Planning Training – Slide 33

Using the training need you have identified:

Identified training need

Proposed training/development activity

Now consider:

| Question | Your response |
|---|---|
| How does the activity address the identified need? | |
| Who should participate? | |
| What should colleagues know or be able to do afterwards? | |
| What resources/support will be required? | |
| How will you know whether the development has been effective? | |

Complete the sentence:

Staff need to develop

so I will

in order to

## Applying Learning to Your Strategic Priorities

**Return to the priority you identified in Activity 1 – From Planning to Impact.**

You have now considered programme coherence, learner outcomes, evaluation, evidence, improvement, change and colleague development.

**My strategic priority**

| Consider | My plan |
|---|---|
| **What is the current position?** | |
| **What evidence tells me improvement is needed?** | |
| **What do I want to improve?** | |
| **What difference should this make for learners?** | |
| **What actions are required?** | |
| **Who needs to be involved?** | |
| **What development/support may colleagues need?** | |
| **What evidence will I collect?** | |
| **How will I evaluate the impact?** | |

My first action will be, and I will do this by:

**End of Day 3 Reflection**

What is the most important thing you have learned from today's session and discussions?

Is there something you would like to celebrate or recognise in your current practice?

Has today highlighted a gap or something you would like to put in place?

What will you do, when and how?

What support do you need from leadership or others?

How will you know that the action you take has made a difference?