21st Century Careers Leadership in Schools: 21 tasks and 5 models

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Workshop
“By September 2018:

Job specification and standards for Careers Leaders developed and started to be used by schools and colleges.”
Careers leadership in schools

- NICEC Project to research the *Career Development of Careers Co-ordinators* David Andrews and Anthony Barnes (NICEC Journal, Summer 2003)
- NFER & NICEC (2009), for DCSF *Careers Coordinators in Schools*
- desk research for The Careers & Enterprise Company (Autumn 2016)
- Andrews and Hooley (2016) “… and now it’s over to you”: recognising and supporting the role of careers leaders in schools in England (BJGC article)
- CDI Briefing *Careers Leaders in Schools* (January 2017)
- 27 case studies for The Careers & Enterprise Company (Spring & Summer 2017)
- The Careers & Enterprise Company (2018) - proposed practical guide for schools on careers leadership
CEG in England 1973-2012: the partnership approach

Schools provided
• careers information
• programmes of careers education
• work experience

The external careers guidance service provided
• careers advice and guidance
• support for careers information
• support for careers education
Two professional roles

In the careers/Connexions service

• **Careers Adviser**
• provided careers guidance, in one-to-one interviews or small groups
• professional qualification – usually a one-year, postgraduate, taught course in a university (Qualification in Career Guidance)

In the school

• **Careers Teacher (later, Careers Coordinator)**
• provided careers information and careers education, and referred pupils to careers adviser
• usually a teacher but, more recently, some from other backgrounds
• no professional qualification in careers, but training courses available, some with accreditation
Career guidance in England from 2012: a school-based model

Schools provide
• careers information
• programmes of careers education
• a range of activities with employers

Schools have a statutory duty to
• secure access to careers guidance for their pupils by commissioning the services of an external careers adviser or employing their own careers adviser
‘New’ partnerships for CEIAG

**School**
- careers information; careers, employability and enterprise education; initial advice

**Other schools, UTCs, studio schools and colleges**
- talks; open evenings; taster days

**Employers; Jobcentre Plus; universities; NCOP**
- talks; support for careers employability and enterprise education; work experience/work shadowing; visits

**Career guidance providers**
- impartial advice & guidance

**National Careers Service; The Careers & Enterprise Company; LEPs**
- school & employer links; LMI

**Local partners**
- activities, brokerage, support
The role of teachers

• As pastoral tutors
  – information, advice and support

• As teachers
  – linking subject teaching to careers
  – teaching careers education

• Leadership roles
  – **Careers Leader**
  – senior leader with overall responsibility for careers
Careers Leader

**Leadership**
1. Advising senior leadership on policy, strategy and resources
2. Reporting to senior leaders and governors
3. Reviewing and evaluating CEIAG
4. Preparing and implementing a CEIAG development plan

**Project Management**
5. Planning schemes of work for careers education
6. Briefing and supporting teachers of careers education
7. Monitoring teaching and learning in careers education
8. Supporting tutors providing initial information and advice
9. Managing, in partnership, the work of the careers adviser
10. Monitoring access to, and take up of, careers guidance

**Line Management**
11. Managing the work of the careers administrator
Co-ordination
12. Working with LRC to manage the provision of careers information
13. Working with PSHE leader, and other subject leaders, to plan careers education
14. Liaising with tutorial managers, mentors, SENCO and head of sixth to identify pupils needing guidance
15. Referring pupils to careers advisers

Networking
16. Establishing and developing links with FE colleges, universities and apprenticeship providers
17. Establishing and developing links with employers
18. Negotiating SLA with local authority to support vulnerable young people
19. Commissioning career guidance services
20. Managing links with the LEP and other external organisations
21. Identifying sources of funding and writing bids
## Roles in schools

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<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Example Position</th>
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<tbody>
<tr>
<td>Link Governor</td>
<td>Advocate for CEAIG Support and challenge</td>
<td>assistant head or deputy head</td>
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<tr>
<td>Senior Leader</td>
<td>Overall responsibility for CEAIG Line manager for Careers Leader</td>
<td>teacher, careers adviser, other professional</td>
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<tr>
<td>Careers Leader</td>
<td>Day-to-day leadership and management Middle leader</td>
<td>teacher, careers adviser, other professional</td>
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<tr>
<td>Careers Administrator</td>
<td>More routine organisation and administration</td>
<td>support staff</td>
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### Careers leaders: models

<table>
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<tr>
<th>Careers leader</th>
<th>Benefits</th>
<th>Potential risks</th>
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<tbody>
<tr>
<td>Middle leader, with senior leader support</td>
<td>Dedicated role, with link to SLT</td>
<td>Lack of planning for succession</td>
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<tr>
<td>Senior leader</td>
<td>SLT attention</td>
<td>Lack of time to devote to the role</td>
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<tr>
<td>Outsourced</td>
<td>Expertise</td>
<td>Not in school all the time</td>
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<td></td>
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<td>Not located in school’s management structures</td>
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<td>Distributed leadership</td>
<td>Increased capacity</td>
<td>Lack of coherence</td>
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<td>MAT-wide post</td>
<td>Sharing of resources and practice</td>
<td>Insufficient time in individual schools</td>
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<tr>
<td>Support staff/admin role (Careers Co-ordinator)</td>
<td>Less expensive, releases teacher</td>
<td>Not well placed for leadership functions</td>
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Conditions for successful careers
leadership

- Clarity of roles
- Authority and power
- Time and resources (including administrative support)
- Expertise
Actions to embed the role of careers leader

• We need to recognise in the role in national policy
• Careers leaders do not constitute a profession on their own
  – some have an existing professional identity
    (e.g. teachers) “hybrid professional”
  – some are not recognised as a professional
    (e.g. administrators, teaching assistants, mentors)
  – some are already part of the wider careers profession
    (careers advisers)
• We need to professionalise the role while not claiming a new profession
Continuing Professional Development for Careers Leaders: what is needed

• Short, non-accredited, introductory courses

• Longer, accredited courses leading to a qualification (e.g. CDI Level 6 Certificate in Careers Leadership), including a higher apprenticeship

• Communities of practice