

### **Career Development Institute welcomes Teach First's recommendations for the training of careers leaders in schools**

Five years ago schools were given a new statutory duty to ensure that pupils had access to independent and impartial careers guidance. Although many schools have put in place good provision, many others are still not providing the support that young people need to make informed choices about their future study and work. Earlier this month the government-funded agency the Careers & Enterprise Company, established to help schools develop their careers and enterprise strategy, reported that more than a third of schools are not providing pupils with personal career guidance from a qualified careers adviser.

One reason for the patchy provision is that schools have been given no funding and very limited support to take on this new role. As the UK-wide professional body for careers professionals, the Career Development Institute (CDI) has called for all schools to be required to appoint a designated careers leader to develop and implement a strategy for careers education and guidance. Further, we have argued that all careers leaders should have access to training to take on this important role. The Government has been promising a strategy to improve careers guidance for the last three years. It is time to act and the recommendations in the report published by Teach First on 16 October, are a timely prompt to make sure that training for careers leaders is a central feature of the strategy.

Since 2015 Teach First has been piloting a programme of professional development for careers leaders. The education charity has drawn on this experience to make five clear recommendations for improving the preparation of young people for life after school. They propose that: all schools should have a trained careers leader; the Government should seed-fund the training of careers leaders; the training should involve some time out of school to work with other careers leaders; all school leaders should undertake training that equips them to play their part in delivering careers support; a range of different approaches to training should be available, including a higher apprenticeship route.

The CDI supports all five proposals, and we are ready to play our part in making this happen. We already offer the three unit, Level 6 CDI Certificate in Careers Leadership and we are supportive of a group of careers employers who are currently developing a higher apprenticeship for careers development professionals. This route could be used by careers leaders and would enable schools to draw on funding through the Apprenticeship Levy.

Although schools have been given a statutory duty to secure access to independent careers guidance for their pupils, there has been no support to help them build the capacity to manage this new responsibility. Training in careers leadership must be a priority and if the forthcoming strategy is to be more than just another vision paper, it must include funding to support the national rollout of training.

Our members who work as careers advisers were disappointed that a ComRes survey statistic highlighted by the Teach First report indicates that only a minority of young people found the advice given by careers advisers helpful. It is not clear who these 'careers advisors' were, or whether they were even qualified to give advice. We are absolutely clear that access to impartial careers guidance from professionally qualified careers advisers must be at the heart of every school's careers strategy. We are also clear that a member of the schools middle or senior leadership must have access to high quality training to develop and implement the school's careers programme.

Virginia Isaac, President of the CDI, said "We have waited too long for the Government's careers strategy. This is not fair on young people, who need support to plan their careers and progress successfully through education and training and into work. If we are to achieve the level of improvement that the recent Careers & Enterprise Company's report shows is needed, we must build the schools' capacity to take this role seriously. The Teach First recommendations are a welcome reminder that properly funded training in careers leadership must be a key element of the strategy".

Ends

#### **Notes to the editors**

1. Teach First Report – *Impossible? Improving Careers Provision in Schools*:  
<https://www.teachfirst.org.uk/reports/improving-careers-provision-schools>
2. Earlier this month the Careers & Enterprise Company published State of the Nation 2017: Careers and Enterprise Provision in England's Schools - [State of the Nation report](#). This report provides a comprehensive picture of school' careers and enterprise provision in England (2016-17 academic year).
3. The Career Development Institute is the UK-wide professional body for the Career Development sector, with a growing membership of 4500 individuals, schools and affiliate organisations. It is the largest professional body for the careers sector in Europe.
4. We believe in *Lifelong career development for all: careers services that work for everyone* and work in partnership with government departments, schools, colleges, universities and employers to support the provision of excellent careers information advice and guidance for all those that need it.
5. One of the key aims of the Career Development Institute is to support and encourage the delivery of high quality career development services, through our work to develop the careers workforce. We have a strong focus on professional standards and development and we are the custodians of the UK Register of Career Development Professionals.
6. More information about the CDI can be found at [www.thecdi.net](http://www.thecdi.net)

#### **For more details please contact:**

Jan Ellis, Chief Executive

[jan.ellis@thecdi.net](mailto:jan.ellis@thecdi.net)

01384 445626/07545887064