

Careers education in the classroom

The role of teachers in making young people work ready

Contents

Executive summary 1

Work readiness amongst
young people in England 3

How do schools make
young people work ready? 5

How do teachers make
young people work ready? 9

Teach First putting employability first 17

Policy recommendations 21

References 24

Executive summary

There is a pressing need for careers and employability education to be improved in this country. Those set to benefit most are the poorest young people in our society.

New research – commissioned by Teach First and produced by leading experts at the International Centre for Guidance Studies (iCeGS) – makes a convincing case for quality teacher training and professional development as part of the solution to the employability crisis. In particular, there is a need to increase the status of careers leadership within schools, driving improvement and creating a pipeline of senior school leaders committed to championing pupil employability.

This report announces **innovations to our Leadership Development Programme**, a pilot of a **new careers middle leadership training programme** and a tailored school support programme: our contribution to the systemic change needed to make England a world-leader economically and educationally.

But teacher training is only one piece of the puzzle. Without other vital changes many

vulnerable young people will continue to leave school with bleak employment prospects. We call for policymakers to unlock the potential of teachers, schools, employers, and the rest of civil society by **providing clearer guidance for schools**; recognising schools who set their pupils up for success later in life through **accountability for destination data**; and **focusing the efforts of the Government's new brokerage company** on schools in challenging circumstances, geographically isolated areas and on providing additional support to pupils vulnerable to being not in education employment or training (NEET) post-16.

Teach First is committed to breaking the link between educational outcomes and family income. However, our new research and its implications for teacher training has relevance for all young people and their teachers. If England's youth are going to be ready for employment in the 21st century, we all need to act.



Work readiness amongst young people in England

The labour market is constantly evolving. The situation for employees today is radically different from that of a generation ago; people in England are more likely than ever to switch careers, to work for a range of big and small employers across their lifetime and to set up their own businesses (Young, 2014). To be successful, citizens must be able to search and successfully apply for numerous jobs; adjust their behaviour for different work environments; develop new skills and choose qualifications to aid promotion or career-change; and to be enterprising, creative and financially literate in order to strike out on their own and build the businesses of the future.

This vision of 21st century work-literacy is far from reality for many young people – especially those from low income backgrounds. In England, 16 to 24 year olds are four times more likely to be unemployed than older adults (Dolphin, 2014). Young people who are NEET for a long time are more likely to have lower-paid jobs when they do find employment, develop drug addictions or go to prison (NAO, 2014). Poorer pupils are most vulnerable: almost twice as likely to be NEET post-16, compared to their more affluent peers (DfE, 2014).

A range of factors contribute to the NEET problem: some young people lack key qualifications, others have chosen the wrong qualifications to suit them and their career aspirations, while others lack the interpersonal and ‘character’ skills that underpin success. The Wolf review (2011) found that poorer pupils were more likely to take low

quality vocational qualifications which would yield low employability rates. Ofsted (2013) found that new, more rigorous vocational routes such as apprenticeships were rarely promoted effectively to students in school and that some pupils were encouraged to enrol in academic courses which they couldn’t complete (Wilshaw, 2014). At university, poorer students are less likely to graduate and more likely to get a lower classification in their degrees compared to their more affluent peers (Crawford, 2014).

This is an issue of fairness: when the path to gainful employment is blocked for poorer young people, they can become trapped in a self-perpetuating cycle of poverty, which has a ripple effect on future generations. To address this, there is a pressing need for quality careers education, information, advice and guidance (CEIAG).

Since September 2012, CEIAG has been the statutory duty of schools. There has been much research and discussion about the best way schools can fulfil this duty, often focussing on support for schools, the role of government services or on employer engagement. Welcome funding has been given to a company to broker relationships between schools and employers to inspire and support the career journey of young people. But, on its own, this support is not enough. Ofsted’s investigations have found a worryingly inadequate delivery of CEIAG within schools. A lasting systemic solution is urgent. We believe this must place those able to directly influence pupils’ skills and decisions at its centre – teachers.



How do schools make young people work ready?

What does it mean to be work ready?

Character skills underpin success in school and in employment. **Impetus** (2014) define six capabilities which – along with stable personal circumstances and the right qualifications – are necessary for being ‘work ready’. Young people need to be:

- **Self-aware** – able to take responsibility for themselves and their actions, able to control themselves and to recognise their strengths and weaknesses;
- **Receptive** – able to take feedback and advice, willing to address weaknesses, to learn and to try new things;
- **Driven** – able to see a job to its conclusion, to be punctual, well-organised and positive;
- **Self-assured** – willing to ask questions and seek advice, to work alone without direction, able to be confident in social situations and in their work;
- **Resilient** – able to cope with setbacks, rejection and criticism, determined to overcome obstacles and able to stay calm under pressure;

- **Informed** – knowledgeable about the job market, how to search for a job and to effectively interview; knowledgeable about how to conduct themselves in a professional environment.

Schools have a critical role in making young people work ready

What do schools need to do?

Schools have a critical role in making young people work ready – anyone who has worked in a school would easily recognise the initial five Impetus capabilities as those which a strong pastoral system, good quality pedagogy and a pervasive school ethos seek to instil in their pupils. Since the statutory duty for careers education moved to schools, the development of the ‘informed’ capability has also moved within their remit.



The eight evidence-based benchmarks of the **Gatsby Charitable Foundation** provide a good basis for assessing the standard of CEIAG embedded across a school (Holman, 2014). Gatsby observed international best practice in countries with education systems

Those with four or more interactions with employers were five times less likely to be NEET than those pupils with no involvement.

broadly agreed to be ‘good’ and with strong and successful economies. From their observations they derived common features of best practice to develop the eight benchmarks of school-based careers education:

1. **A stable careers programme – a plan for employability education across the school**
2. **Learning from career and labour market information**
3. **Addressing the needs of each pupil – relevant to pupils’ age and circumstances**
4. **Linking curriculum learning to careers – especially STEM**
5. **Encounters with employers and employees**
6. **Experiences of workplaces**
7. **Encounters with Higher Education**
8. **Personal guidance**

Gatsby found that every school which had good CEIAG “had the explicit and active backing of the school principal and was embedded in school structures”. In Finland, Ontario and Ireland there was a clear pathway for school careers specialists (guidance counsellors) to become school leaders.

The Gatsby benchmarks place particular emphasis on how schools can work effectively with employers to inspire students and to expose them to information, experience and skills related to employment. Research commissioned by the **Education and Employers Taskforce** (2012) found that the number of ‘employer contacts’ for a student were a dramatic predictor of NEET likelihood – those with four or more interactions with employers were five times less likely to be NEET than those pupils with no involvement.

What are schools currently doing?

Good quality CEIAG is an important factor in social mobility. Currently an independent assessment of careers education quality exists in the CEIAG ‘Quality Awards’ (Careers England, 2011). Research by **The Sutton Trust** has proven correlations between schools which hold Quality Awards and improved GCSE and A-level performance as well as lower incidents of unexplained absence (Hooley, Matheson & Watts, 2014). Those state schools and sixth forms which hold the Quality Awards (and who are therefore likely to meet the eight Gatsby benchmarks) also have better destinations for school-leavers: fewer pupils become NEET post-16 and more students enter the top third of Higher Education Institutions (HEI).

We know what is at stake: improved educational outcomes, increased social mobility and as a result increased national productivity.



We know what is at stake: improved educational outcomes, increased social mobility and as a result increased national productivity. However, this ideal of school provision is not yet a reality across the country. Despite having the legal responsibility, many schools have not had the time, support or funding to develop best practice in this new aspect of their role. Much of careers education, previously the role of specialists, has fallen to teachers who lack specialist training and knowledge of career pathways, local employment and the full range of post-16 education options. The Education Select Committee (2013) recently said that there were “grave shortcomings in the implementation of the... policy” and Ofsted agreed that the statutory duty placed on schools “is not working well enough” – of Ofsted’s sample, 80% of schools were failing to provide suitable guidance to their students.

Ofsted analysed the provision of careers guidance since statutory duty fell to schools and identified some key areas for development. They found common problems in the schools visited:

- **Knowledge** – “very few of the schools visited [knew] how to provide a service effectively or had the skills and expertise needed to provide a comprehensive service” and vocational routes including apprenticeships were not promoted effectively;
- **Training** – over half the schools used existing staff to provide careers advice and education yet these staff “often had insufficient training and did not provide students with up-to-date information”;
- **Monitoring** – leadership teams often “did not know the extent to which their students had the information and guidance they needed to make the important decisions that shape their future careers”, with only a quarter of schools using destination data to evaluate their careers work;
- **Collaboration with employers** – most schools did not work “well enough” with employers in order to make sure their students had direct experience of ‘the world of work’.



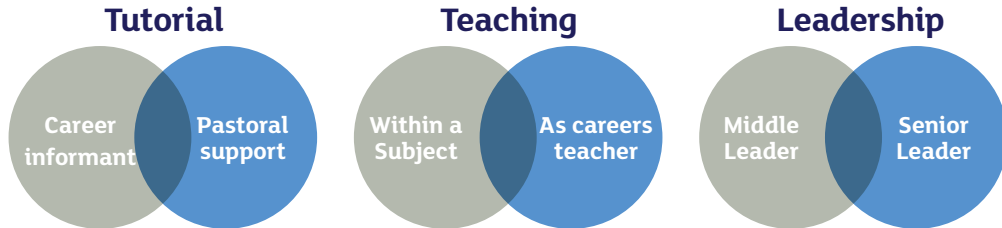
How do teachers make young people work ready?

There is growing consensus on what good school-based CEIAG looks like. In discussing how to create this ideal system in England, solutions often focus on the role of government services in supporting, guiding or funding schools and brokering relationships between schools, colleges and businesses. However, solutions to the gaps Ofsted recognised – the skills, knowledge and dissemination of best practice which teachers need to deliver their new statutory duty – has been largely absent.

We have commissioned leading experts in careers and employability at the [International Centre for Guidance Studies \(iCeGS\)](#) to analyse the roles teachers can play in developing pupils' work readiness. Using international best practice, Hooley, Watts & Andrews (2015) develop a taxonomy of teacher roles which contribute to pupils' work readiness. Most teachers are already engaged

in these roles, to greater or lesser extents, but for the first time this categorisation allows us to see clearly how careers and employability education is ideally spread across staff in the most effective school provision. This gives insight into the initial teacher training (ITT), continuous professional development (CPD) and bespoke leadership training needed to boost the impact of these teachers and ensure every pupil leaves school work ready.

Teachers interact with students in different capacities. The taxonomy has three tiers of potential teacher involvement in the delivery of careers guidance and employability learning (see diagram below). Each of these tiers is a crucial component in successful whole-school delivery of careers guidance and employability learning. Below, each tier and sub-role is discussed in turn, with summary of our new research and the implications for teacher training.





Tutorial roles

Career informant

Young people develop understanding about different careers through their ‘social capital’ – the people they come into contact with socially. Teachers are an important source of social capital, particularly for pupils from low income families who may have less professional contacts (BIS, 2014). School input is therefore potentially life-changing.

Form tutors often build more informal relationships with pupils. By sharing information about their own career choices and those of people they know, form tutors can help shape pupils’ understanding of routes into employment as a ‘career informant’.

It is important to recognise that teachers are not impartial and may have limited experience so they can only be one of many career informants to expose pupils to a range of routes. For instance, teachers have often progressed

from university to teacher training and so have useful insights about UCAS processes but less experience of vocational routes.

Pastoral support

As a form tutor, teachers are often a first port of call for students’ concerns or personal issues. In terms of careers, this often means discussing choices at key points in secondary school (choosing GCSEs in Year 8 or 9; post-16 options in Year 11; and post-18 options in Year 12/13).

Form tutors are also often the initial contact point for parents, likely to discuss pupil choices at parents’ evenings. Research by the Department for Business, Innovation and Skills found that low income parents were more likely to let the school lead the conversation about their child’s career and subject choices (BIS, 2014), emphasising the importance of a teacher’s role for these pupils.

.....

Implications for teacher training

As most teachers take on a pastoral role, ITT must include how to have productive careers conversations. This should be designed to help trainee teachers think critically about their informal conversations with pupils, for example building awareness of how inadvertent stereotyping can affect students.

In this pastoral role, teachers need a certain amount of up-to-date information on the (local and national) labour market and on the range and recognition of post-16 and post-18 courses. Both qualifications and national employment opportunities have undergone significant changes in the past thirty years and are likely to continue to evolve and develop: teachers require training in their ITT and for this to be regularly refreshed through CPD, with involvement from external specialist organisations which meet high quality standards.



Case study: career informants at Oasis Academy South Bank

The ‘Stairs to Greatness’ project partners Oasis Academy South Bank students with employers from the local area to give them experience of employment across a variety of sectors. In 2014, this included the Royal Bank of Scotland, Guys and St. Thomas’ Hospital, The Conrad Hotel, Metropolitan Police and PriceWaterhouse Cooper (PwC). Pupils undertake each project on a carousel. As they work with partners over a number of weeks, they build relationships with employees and are able to ask them questions as ‘career informants’.

Pupils are also exposed to a wide range of professionals at ‘Community Lunch’. Every Friday, students meet and eat with guests to the school from an even broader range of organisations. Once again there is the opportunity for informal conversations with a range of professionals, where students can ask questions about work, education and experiences in employment. These lunches also develop work-readiness skills, including pupil confidence in communicating with new people in a professional environment.



Teaching roles

Subject teacher

Teachers are first and foremost subject specialists. Careers information can easily be embedded into subject teaching and can increase engagement and attainment: when pupils see the applicability of their learning and its link to long-term career goals, motivation increases. Recent research focused on pupil perception of science, technology, engineering and maths (STEM) subjects (BIS, 2014) discovered that pupils often misunderstood or were unaware of the jobs which STEM subjects lead to, or the career routes which would be closed by not taking those subjects for GCSE or A-Level. Poorer pupils were most likely to hold these misconceptions.

Our research defines two effective ways in which subject teachers can deliver careers content. Firstly, integrated into lessons delivered by the teacher (e.g. pupils studying a play in English learn about the role of a graphic designer and design a theatre programme). Alternatively, careers content can exist ‘beside’ the curriculum: in the form of trips, talks and enrichment projects delivered by others and integrated into long-term curriculum planning.

Careers teacher

Some schools have a distinct space in the curriculum for pupils to learn about careers and employability, reflect on themselves and their futures and learn about what they need to develop in order to realise their ambitions. Often these sessions are delivered through PSHE, extended tutorial time or in off-timetable days. Our research finds that this is usually delivered by non-specialist teachers, though sometimes with input from a specialist.

In some cases, this learning is focused on practical career skills including the ability to: search for a job vacancy or educational course online; write a job application or a CV; prepare for an interview; or evidence meeting the requirements of a job description.

In other cases, curriculum time given to employability can be explicitly about the ‘work readiness’ capabilities summarised by Impetus. These might focus on self-reflection, goal-setting or include undertaking challenges and team projects to practice and evaluate resilience, communication, collaboration and self-awareness when working with others.



Implications for teacher training

ITT should support subject teachers to embed references to careers and employability in their subject teaching or provide ‘beside’ curriculum careers experiences.

Some specialist organisations and charities can help in the latter: working alongside school staff to facilitate opportunities for pupils to meet employees and employers, to see and to practice careers linked to school subjects. For example, STEMNET have a UK-wide network of 29,000 STEM ‘Ambassadors’ who volunteer to spend time in schools.

The role of ‘career teacher’ is often taken by a non-specialist, called on to deliver careers or employability education, normally as an extension of their pastoral duties - Ofsted pointed out that without CPD, teachers cannot adequately do this. In terms of employability interventions, Impetus found them to be

effective when they focus on young people’s social and emotional capacities alongside careers skills. However, Impetus found that too often interventions in this area were based on educational fads rather than evidence. It is crucial that more research is done to discover ‘what works’ and that a mechanism to disseminate both content and pedagogical understanding is developed.

It is crucial that more research is done to discover ‘what works’



Case study: careers skills and social capacity-building at School 21

The curriculum at School 21 is delivered through project and enquiry learning: intended to emulate learning in the ‘real world’ beyond school. Pupils are motivated by a real audience - visitors who come to view work on exhibition days and interview pupils about their work. Accordingly, pupils plan to deadlines, set review dates for feedback from peers and teachers, re-write and edit their work; developing independence skills. Knowledge-rich project work often spans different subjects, helping pupils understand how topics intersect and skills can be transferred across the curriculum.

In September, project work has a direct link to employment – pupils visit workplaces for a week of enquiry learning around the question ‘How do I create the future I want for myself?’ At the culmination of the project, students draft letters of application for jobs in the organisation they are working in, have these critiqued by employers and re-draft their letters using the feedback.

Social and emotional skill development is a school priority. Instead of form tutors, smaller groups of 12 pupils across a year-group are allocated to a staff ‘coach’. Rather like line-management, pupils have one-on-one meetings each half term, which prompt reflection on current successes, challenges and recent set-backs. Coaching conversations scaffold the development of self-control, self-awareness and social skills by helping pupils analyse their responses to situations and to reimagine scenarios from others’ perspectives.

Leadership roles

Middle leader

In the best systems internationally, a career leader is in a key middle leadership position. This role acts as a bridge between external specialists, local employers and the school. The role holder is responsible for coordinating activities with externals, including work experience and ‘beside’ curriculum projects. They support the tutorial and teaching careers roles of their colleagues: providing training in up-to-date labour market information or knowledge about qualifications, as well as providing pedagogical support to colleagues in developing the ‘work ready’ capabilities.

Senior leader

Those schools with the best careers and employability provision have strong direction from the school’s senior leadership. In these instances, careers and employability education is a key part of the school’s mission and ethos; strategic long-term partnerships are built with employers, learning providers like FE and HE and other key stakeholders; and resources, including human resources, are strategically invested in careers and employability learning.

Implications for teacher training

Aspects of the middle leadership role described above have sometimes been taken on by a careers coordinator in English schools, but often this role has been given to a non-teaching member of staff (Andrews, 2005). We believe there are significant benefits to this role being taken on by a teaching staff member. For instance, it would allow the post-holder to effectively support teaching staff in curriculum planning and in the pedagogy of careers delivery; it may also be the basis of better understanding a cohort’s personalities and complex needs regarding careers and employability education.

Crucially, making the coordinator of careers and employability learning a professionalised middle leadership role for a teacher transforms the position into a stepping stone to senior leadership. The role would involve working with external stakeholders, managing staff across a school and coordinating whole-school improvement in a key area: all useful preparatory skills for senior leadership. In turn, those senior leaders who have previously been careers middle leaders will have the experience and conviction to make careers

and employability learning a core part of their schools’ ethos. A professional pipeline from careers specialism into senior leadership is a significant contributory factor in best practice in countries most effective at CEIAG.



Case study: middle leadership at Bethnal Green Academy



Will trained through Teach First in 2010 and is now a middle leader at Bethnal Green Academy. Every summer he runs STEM Day – designed to inspire the school’s pupils with a love of Science, Technology, Engineering and Maths. The day captures pupils’ imaginations and gets them excited about STEM subjects early in their school career through a cross-form competition designing science and engineering projects.

STEM Day is not just a learning opportunity for the students. It acts as CPD for other staff and an element of ITT for Teach First trainee STEM teachers in London. Will designs lessons on the engineering and physics which underpin the projects, on product design and on testing, adapting and innovating. He then trains non-specialist teachers from across the school to deliver these lessons. The Teach First trainees (who are STEM graduates) watch the experienced teacher deliver the lessons and help foster team work in the class. The following day, the trainees lead STEM day with a different year group.

Will coordinates ‘beside’ curriculum exposure to careers for Key Stage 4 pupils enrolled in vocational courses too. In his department – Creative Technologies – students can study Construction and Hospitality as well as more traditional academic subjects such as Art. The faculty works to bring specialists from industry into school to explain the employment routes which spring from different subjects. For example, professional chefs work with the hospitality class and students cater for paying guests in a pop-up café.

Next steps for teacher training

Teachers in England are already taking on the roles in the taxonomy, as our case studies illustrate. However, there is desperate need for training to help all teachers carry out these roles effectively.

- ITT must prepare all trainees adequately for their pastoral roles regarding careers and employability and help them embed careers content in their subject teaching.
- CPD must give teachers the up-to-date specialist information required to deliver careers education and separate CPD must support teachers in developing pupils’ social and emotional capacities which contribute to work readiness.

- Bespoke middle leadership training must develop a professionalised career role in schools to lead the implementation of a stable careers programme.

The knock-on effect of raising the professionalism of this middle leader role could eventually create a pipeline to senior leadership, translating the passion for and commitment to careers and employability education to whole school vision and leadership. If this training can be developed, the country can work towards a future in which all pupils leave school with the skills and experience needed to be productive, happy citizens with access to fulfilling employment.



Teach First putting employability first

There is a pressing need for careers and employability education to be improved in this country. Those set to benefit most are the poorest young people in our society. Our research puts forward a convincing case for quality teacher training as part of the solution. In particular, there is a need to increase the status of careers middle leadership to drive CPD across the teaching staff and to create a pool of aspiring senior leaders committed to pupils' employability.

There is a need to increase the status of careers middle leadership to drive CPD across the teaching staff and to create a pool of aspiring senior leaders committed to pupils' employability

Innovations to the Teach First programme

We have a track record in providing high quality teacher training and in raising the status of teaching in schools in low-income communities. This next step in our work will embed careers and employability within our 'Outstanding' ITT model and create bespoke careers leadership training in our partner schools – using the research findings to impact across the taxonomy of teacher engagement in careers education:

- **Pastoral roles** – We will integrate careers and employability education into our **Leadership Development Programme** (LDP) for all trainee teachers. This will prepare trainees for career conversations and present them with up-to-date information about the labour market and routes into employment. Importantly, both secondary and primary teachers will benefit; research confirms that early aspirations make a difference throughout a child's career.



- **Teaching roles** – In three local areas, we will provide more detailed **Continuous Professional Development** on the pedagogy of developing work readiness skills and on integrating careers content in subject teaching. In the pilot stage, this work will be regionally concentrated, targeting teachers in a small number of schools. We will provide **bespoke school support** including for 'beside' curriculum careers learning through the brokering of links with local businesses and third sector organisations.

*From 2015, we will pilot
a middle leadership
training programme for
careers middle leaders*

- **Leadership roles** – From 2015, we will pilot a **middle leadership training programme** for careers middle leaders. In the first phase, a group of 15 Teach First ambassadors, alumni of our two year programme, will be selected to become careers leaders in their schools. This training will equip these middle leaders with:
 - Knowledge of the national and local labour market and recent qualifications;
 - Specialist pedagogy including current best practice in developing pupil's work readiness capabilities;
 - Sustainable links with organisations such as Labour Market Information for All, with their Local Enterprise Partnerships and with the Government's new careers company;

- Middle leadership training in leading teams, monitoring and evaluating using data effectively (with focus on destination data) and institutional change.
- We will also support the wider dissemination of best practice by developing a '**school toolkit**' for a **school-wide approach** to careers education. This will include a blueprint to develop a whole school work readiness strategy; ways of evaluating employability interventions and whole school careers provision; and a set of resources which teachers can use to embed careers and employability education within their classroom practice. We will develop this in partnership with teachers and schools.

*We will develop this
in partnership with
teachers and schools.*



Policy recommendations

Long-term, systemic transformation

Good practice in school provision of careers education can and does exist. Where it does, it can improve young people's attendance, attainment and future destinations. Those outcomes are far too important to be left to chance: they should be the right of every young person growing up in England today.

In this new model whereby teachers take on responsibility for careers and employability education, there must be mechanisms to share best practice in the profession and to coordinate the complex set of processes which make a school's career and employability provision outstanding.

This coming year, we will be training and placing roughly a third of new teachers in schools serving low income communities. This concentration is higher still in certain subjects, particularly STEM. Almost half of all new maths and science teachers in these schools are trained through our programme. We are uniquely placed to make a significant impact on the schools and pupils who will benefit most.

Over the coming years, we intend to work with our partner schools to develop examples of outstanding practice, which can act as a role model for others. Our ambition for the careers

middle leadership programme is to develop a high profile and desirable school role for aspiring senior leaders. As our ITT model has influenced others, we hope that this innovation will lead by example in ensuring all teachers are equipped to inspire and educate the next generation of employees, entrepreneurs and employers.

There must be long-term systemic transformation, with change at every level, if England is to be world-leading. Our vision is to see:

- **Senior leadership** – Every school with a whole school careers and employability education plan as a core element of their school improvement plan. The employability strategy is given sufficient visibility and priority by the leadership team and is embedded in the practice of teachers through effective middle leadership.
- **Middle leadership** – Every school with a high quality, trained careers middle leader. This individual is responsible for developing and implementing the careers and employability education plan. They create and maintain sustainable links to stakeholders whose support is critical for school success including employers, universities, independent career advisers, and those with labour market information.

- **Classroom leadership** – Employability is built into all initial teacher development and into continuous professional development available in all schools. This includes overview careers information for initial teachers, more detailed support for subject teachers in integrating employability skills and careers learning into classroom practice, and bespoke specialist training for those aspiring to careers middle leadership.

Missing pieces: completing the employability puzzle

Teacher training is only one step towards the future England’s young people deserve. There are other vital changes needed, without which the full potential of a school approach to careers may never be realised. These include:

Adequate school incentives – Schools can only prioritise investment in developing pupils’ work readiness if this is given equal weight and recognition by government as the other responsibilities given to schools. Government needs to make clear the importance of schools’ statutory duty regarding careers guidance through clearer and more detailed statutory guidance and school accountability for pupil destinations.



Guidance – We support the recommendation of the House of Commons Education Committee (2013) for the statutory duty for all *schools to publish a plan for whole school careers and employability education* and that this should be part of a school improvement plan. This will allow greater transparency over schools’ career and employability offer. A published plan can strengthen Ofsted’s ability to assess this provision in short inspections. It can also structure accountability conversations with the Local Authority, local Schools Commissioner, Academy Sponsor/ Chain or alternative overseeing body. If all schools were required to have published a careers and employability plan, they would be incentivised to create a teaching and learning responsibility in careers middle leadership to coordinate and deliver this plan.

Destination data for eight terms after pupils leave Key Stage 4 should eventually form part of headline school accountability measures

Accountability – As a member of the Fair Education Alliance, we believe that holding secondary schools accountable for the sustained destinations of their pupils will help them prioritise employability skills and careers education, giving it the attention it deserves and so desperately needs. We agree with the recommendation laid out in the Fair Education Report Card 2014 (Gill, 2014) that *destination data for eight terms after pupils leave Key Stage 4* is gathered and that this ‘Destination 8’ data should eventually form part of *headline school accountability* measures, broken down by FSM-eligibility. Currently destination data only provides information for two terms after pupils leave school aged 16, not showing whether post-16 education or

training was sustained and whether it led to employment or successful Higher Education access (students who drop out of HE are most likely to do so in the first two terms).

We agree with recommendations in the Gatsby report that this data be published at an aggregated level, showing the main categories of employment, apprenticeship and further and higher education and that schools should be supported by HESA, NCCIS and other agencies involved in collecting this data for the government.

We call for the careers and enterprise company to target schools in challenging circumstances and geographically isolated areas

Access to independent career advice and labour market information – Research shows one-to-one impartial, up-to-date advice is a crucial pillar of CEIAG. We have laid out how teacher training could begin to address the knowledge gap which Ofsted suggests currently exists in schools’ careers information. There are currently perverse incentives for schools to retain pupils in sixth from courses even though they may not be most useful to their future career prospects. This means that external, impartial one-to-one advice is crucial for pupils. There needs to be quality, independent and impartial services which schools can access at the right time for their students and which can provide up-to-date training for teachers. We call for the Government to publish a list of organisations

who provide quality careers advice services alongside *guidance on which organisations do and do not meet high quality standards*. We want to see included in this, an assessment of *organisations’ capacity to offer training to teachers on careers education*, especially on up-to-date information on routes to employment and local labour market information.

Coordination and quality development of employer engagement – The Gatsby benchmarks emphasise that schools must work in tandem with employer support in providing CEIAG. There must be sufficient volume and variety of this. Crucially, there needs to be a mechanism for these interventions to reach the pupils most likely to benefit from them.

We welcome the recent move to develop a *careers and enterprise company* to broker relationships between business and schools. We call for this organisation to *target schools in challenging circumstances* and schools in *geographically isolated areas*, where the need for this brokerage is most urgent. It is crucial that all young people benefit from the work of the company; employer contact is a critical part of careers experience and should not be an intervention for the few. Within its wider work, we also call for the Secretary of State to develop a specific remit for the company to impact social mobility by providing additional support for schools in working with disengaged young people at risk of becoming NEET.

Employability Now

This is an urgent problem with an acute moral and economic imperative for action. We have sought to lay out our contribution to the solution, in the neglected area of teacher training. But teachers can’t do it alone. The long-term systemic change necessary, requires efforts from policymakers, employers, and rest of civil society.

It is time for all of us to act.

References

Andrews, D. (2005) *Careers Co-ordinators and Workforce Remodelling* Cambridge: NICEC

BIS (2014) *Project STEM Book of Insights – research with young people, their parents and teachers* London: Department for Business, Innovation & Skills & Mindshare

Careers England (2011) *The “Quality in Careers” Standard: Evaluation criteria for Careers Education, Information, Advice & Guidance (CEIAG) Quality Awards* London: Careers England

CBI (2014) *A Better off Britain* London: The Confederation of British Interests

Crawford, C. (2014) *Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class* London: Institute for Fiscal Studies

DfE (2014) *Destinations of key stage 4 and key stage 5 pupils: 2011 to 2012* London: Department for Education

Dolphin, T. (2014) *Remember the Young Ones: improving career opportunities for Britain’s young people* London: The Institute of Public Policy Research

Education and Employers Taskforce (2012) *It’s who you meet: why employer contacts at school make a difference to the employment prospects of young adults* London: Education and Employers

Education Committee (2013) *Seventh Report – Careers guidance for young people: The impact of the new duty on schools* London: The House of Commons

Gill, K. (2014) *Will we ever have a fair education for all? The Fair Education Report Card 2014* London: Fair Education Alliance

Holman, J. (2014) *Good Career Guidance* London: The Gatsby Charitable Foundation

Hooley, T., Watts, A. G. & Andrews, D. (2014) *Teachers and Careers: The role of school teachers in delivering career and employability learning* Teach First

Impetus (2014) *Ready for Work* Impetus, The Private Equity Foundation

NAO (2014) *16 – to 18-year-old participation in education and training* London: National Audit Office

Ofsted (2013) *Going in the right direction? Careers guidance in schools from September 2012* London: Ofsted

Young (2014) *Enterprise for All: The relevance of enterprise in education* Department for Business, Innovation & Skills

Wilshaw, M. (2014) *The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2013/14 – HMCI commentary* Ofsted

Wolf, A (2011) *Review of Vocational Education – The Wolf Report*, London: Department for Education



teachfirst.org.uk

Teach First is a registered charity,
no. 1098294