
GUIDE TO THE EDUCATION LANDSCAPE

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GUIDE TO THE EDUCATION LANDSCAPE

Welcome

This guide outlines essential information on the careers and education landscape for Enterprise Advisers and Enterprise Coordinators.

You will learn more about schools and colleges, their statutory duties and information on the post-16 choices that students face.

Additionally, information on the latest policy developments has been covered, including the Ofsted report on enterprise education and work-related learning and the Career Development Institute's Careers Leaders in schools.

We believe this information will give you the necessary insight into the current education landscape and enable you to make a great impact. We are always looking to improve the support we can provide, so you are welcome to share feedback at lepinfo@careersandenterprise.co.uk

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STUDENT CHOICES



POST 16 OPTIONS

When students have completed five years of secondary education and the GCSE curriculum, they have a range of options, depending on their skills and ambition.

POST-16 OPTIONS SUMMARY

Subject Based Courses

[eg. A-levels, International Baccalaureate, Cambridge Pre-U]. Ideal for those wishing to study the subjects they enjoy in greater depth and who also want to attend university. The criteria for studying at this level is normally five A*-C GCSE grades or equivalent (9-4 from 2017). A GCSE B grade (4-5 from 2017) in the subject the student wishes to take at A-level may also be a requirement.

Vocational Courses

[eg. NVQ, BTEC, Cambridge Technicals]
These are specialist courses combining practical learning with the study of technical skills relating to particular job sectors or subject areas. These have both an exam and coursework element of assessment. Students may either specialise in one subject or follow a vocational course alongside another subject. These can lead to further education, training, employment or university.

In-Work Training

[eg. Apprenticeships, Traineeships and Supported Internships]
This option give students the opportunity to combine a paid job with related training. Apprenticeships offer over 1500 job roles. The students work for an employer while training to do the job at the same time. Traineeships are short (six weeks - six months) preparatory courses in literacy and numeracy to get students ready for an Apprenticeship or to go into full time employment. Supported Internships are for students with learning difficulties or disabilities who want to get a job but need extra support to achieve this. They are unpaid, last for at least six months and combine employer-supported work experience and vocational study.

Work or Volunteer while studying

[eg. Part-time A-levels, BTEC or NVQ]
Many colleges and training providers offer part-time study courses. It gives students the flexibility to take a job, volunteer or get work experience while gaining qualifications.

UCAS PROGRESS SERVICE

To help students make the appropriate choices, UCAS Progress is an information, advice and admissions service that provides details about what and where to study after GCSEs. It is a comprehensive and wide-ranging resource, whether they're thinking about further education, an apprenticeship or employment.

UCAS Progress lists all courses and providers in England and Wales suitable for 16-18 year olds. It covers academic, vocational, apprenticeship and work-based learning courses through a range of schools, colleges and providers. It is searchable by provider, by course or by geographical location.

The service also provides a wealth of information to help students and their families decide on their best option, including non-university pathways. There's a section on career choices to ensure that students have information about different employment options and are clear about the qualifications that might support their ambitions.

Under an agreement with the Skills Funding Agency, advisers in the National Careers Service, National Contact Centre in Newcastle use UCAS Progress to deliver advice and guidance to young people and those supporting them for post 16/post GCSE transition.

Although the majority of information and advice is given from a national perspective there are also locally focused pages to reflect opportunities and contacts closer to home. UCAS Progress will link up with LEP's, Local Authorities, providers and other stakeholder groups to develop and enhance this local content.

For further information see:
www.ucas.com/ucas/after-gcse

APPRENTICESHIPS FOR YOUNG PEOPLE

APPRENTICESHIPS

An apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a real qualification.

Apprenticeships benefit employers, apprentices and the economy, and are essential to developing the skills needed to support growth in the economy.

WHAT ARE APPRENTICESHIPS?

Apprenticeships are real jobs, with all apprentices earning a salary. Apprentices have to be paid at least the national minimum apprenticeship wage – with many employers paying significantly more.

Apprentices should work for at least 30 hours per week, and usually an apprenticeship will take between 1 and 5 years to complete, depending on the level of the apprenticeship and the industry sector.

Most of the training is delivered in the workplace, so apprentices learn the skills needed on the job. The rest of the training is given by a training organisation, either at the workplace, off-site (perhaps at a local college) or via e-learning.

The training is specifically tailored to ensure apprentices develop the skills the employer wants, this helps to give the apprentice a real advantage in the workplace meaning that they have better long term prospects and excellent progression opportunities whether onto further study or promotion.

There are various levels of apprenticeships which can be undertaken dependent upon previous skills and qualifications:

- Intermediate level apprenticeship – Level 2 – equivalent to 5 GCSE passes
- Advanced level apprenticeship – Level 3 – equivalent to 2 A'level passes
- Higher apprenticeship – Level 4 to 7
- Degree apprenticeship – Level 6 and 7 – these contain either a bachelors or master's degree

Higher and degree apprenticeships can offer a real alternative to university, providing a new entry route into many professions for example, from accountancy, solicitor to space engineering.

An apprenticeship –

- is a paid job, in a skilled occupation
- is at least 12 months long
- leads to a defined qualification agreed by employers
- develops transferable skills including English and Maths
- gives vital work experience

Apprenticeships in England are funded by the Government, the employer pays the salary of the apprentice, and may contribute to the costs of the learning.

The government has pledged to significantly increase the number of apprenticeships starts, they have pledged to 3 million starts between 2015-2020. Apprenticeships are competitive and some of the top companies in England have highly competitive apprenticeship schemes.

WHAT ARE THE BENEFITS OF DOING AN APPRENTICESHIP?

The benefits of an apprenticeship to an individual are enormous. As an employee, apprentices earn a salary as they are gaining work vital skills and experience.

Apprenticeships are available in more than 170 industries covering 1,500 job roles.

There are no costs to the learner for undertaking an apprenticeship, even for higher and degree apprenticeships.

90% of apprentices stay in employment after completing their apprenticeship, with 71% staying with the same employer¹.

Higher and degree apprentices, give a real alternative to traditional university study while in employment and earning a salary, and without the debt of a student loan.

APPRENTICESHIPS FOR YOUNG PEOPLE

The lifetime benefits of completing an apprenticeship at level 2 and 3 are significant, standing at increased earnings over working life of £48,000 and £74,000 for level 2, and between £77,000 and £117,000 for level 3 apprenticeships².

WHO CAN DO AN APPRENTICESHIP?

Apprenticeships are open to everyone aged 16 or over who are not in full-time education.

Individuals must meet the entry requirements of the particular apprenticeship they wish to undertake, which are clearly advertised on any vacancies.

HOW DO I APPLY FOR AN APPRENTICESHIP?

There are up to 27,000 apprenticeship vacancies advertised on the government's website at any one time. Go to **GOV.UK** and search 'Find an Apprenticeship'. This will enable you to search for apprenticeship opportunities being advertised by employers, and enable you to register an account to apply.

If you require further support you can contact the National Apprenticeship Service on 08000 150 400.

Sources: 2011 British Chambers of Commerce, Populus research commissioned by the National Apprenticeship Service and Productivity Matters, Centre for Economic and Business Research, 2013

¹ Evaluation of Apprenticeships for Learners, BIS and DfE, December 2014

² London Economics (2011) – 'BIS Research Paper Number 53, Returns to Intermediate and Low Level Vocational Qualifications, September 2011'

APPRENTICESHIPS FOR EMPLOYERS

APPRENTICESHIPS

Apprenticeships develop a motivated, skilled and qualified workforce. Businesses that offer apprenticeships view them as beneficial to their long-term development. According to the British Chambers of Commerce, most employ an apprentice to improve the skills base within their business.

As the employer you must give your apprentice an induction into their role and provide on-the-job training. You are responsible for paying your apprentice's wages and issuing their contract of employment. As an employee, the apprentice receives the same benefits as other employees.

Government funding is available to pay for the costs of training for an apprentice. The size of the contribution varies depending on your sector and the age of the apprentice at the start of the training:

- 100 percent of the cost of apprenticeship training if the apprentice is aged 16–18 years old.
- A contribution from the employer towards the cost of training if the apprentice is aged 19 or over.

BENEFITS FOR EMPLOYERS

80% of employers feel that apprenticeships reduce staff turnover. 81% of apprentice employers say they make their businesses more productive. The average apprenticeship completer increases business productivity by £214 per week. 75% of apprentice employers say the programme has helped cut recruitment costs. 80% say that apprenticeships will play a bigger part in their future recruitment policy.

EMPLOYER SUPPORT

The National Apprenticeship Service will do everything to make taking on an apprentice as simple as possible. So as well as a possible minimum £1,200 contribution, our employer teams will be there to help you through the process, along with a dedicated website, telephone service and free impartial advice. If you require further support you can contact the National Apprenticeship Service on 08000 150 600.

TRAINEESHIPS

WHAT ARE TRAINEESHIPS?

A traineeship is an education and training programme with work experience that unlocks the great potential of young people and prepares them for their future careers by helping them to become 'work ready'.

Designed to help young people, aged 16 to 24, who are motivated to get a job but lack the skills and experience that employers are looking for. Traineeships provide the essential work experience, work preparation training, and English and maths support to secure an apprenticeship or employment.

Traineeships are a stepping-stone to future success.

WHAT ARE THE BENEFITS OF DOING A TRAINEESHIP?

Traineeships help ensure all young people have the skills and experience to boost their career prospects.

A traineeship focuses on giving young people the skills and experience that employers are looking for.

The flexibility of traineeships offers employers the opportunity to help build a pool of high quality future recruits for their sector.

Tailored to the individual and the employer, traineeships allow young people to improve their English and maths, while giving them the support and skills needed for the workplace. Improving these skills will boost their chances of getting a job, as well as their long-term career chances and earning potential over their lifetime.

Traineeships provide the opportunity to build their CV and get vital experience with an employer. They'll be able to learn about the business and industry it operates in, gaining valuable skills that will help to secure an apprenticeship or other employment in the future.

Traineeships can last up to a maximum of 6 months and will include:

- a high-quality work experience placement with an employer
- work preparation training provided by the training organisation
- English and maths support if required, provided by the training organisation

HOW TO APPLY FOR A TRAINEESHIP?

Lots of traineeship opportunities are advertised on the government's website at any one time. Search 'Find a Traineeship on **GOV.UK**. Search for Traineeship opportunities being advertised by employers, and register an account to apply.

If you require further support you can contact the National Apprenticeship Service on 08000 150 400.

EMPLOYER SUPPORT

The National Apprenticeship Service will do everything to make taking on a traineeship placement as simple as possible. Employers can advertise their opportunities for free on the Find a Traineeship recruitment site on GOV.UK. All training costs are met by government funding.

Employers could be eligible for a grant of £1,200 if a trainee progresses on to an apprenticeship within their organisation. Our employer teams will be there to help through the process, along with a dedicated website, telephone service and free impartial advice.

If you require further support you can contact the National Apprenticeship Service on 08000 150 600.

APPRENTICESHIPS AND TRAINEESHIPS

SUPPORT FOR SCHOOLS

Various resources have been developed to support schools in understanding and advising their students on apprenticeships and traineeships. There is a self-study pack, including teachers resources, these also can attract funding for delivery from the EFA, the resources and further guidance are all available at the following link: <https://www.gov.uk/government/publications/apprenticeships-teachers-handbook-and-study-material>

The National Careers Service can also offer telephone and web-based support to individuals, as well as class support, further details can be found by following the link below, or telephone 0800 100 900. <https://nationalcareersservice.direct.gov.uk/>

For any questions regarding apprenticeships or traineeships please contact the National Apprenticeship Service on 08000 150 400.

HIGHER EDUCATION

BASIC FACTS ABOUT HIGHER EDUCATION (HE)

Just under 400,000 people entered full time undergraduate courses in 2015-16. There are now more than 1.3 million students currently studying for an undergraduate degree in the UK.

In England there are around 120 Universities and University Colleges. Around 240 Further Education and Sixth form Colleges also deliver higher education courses such as Higher National Diplomas (HNDs), foundation degrees, and bachelor degrees.

Over 37,000 higher education courses are available across the UK in total. Young people applying straight from school almost always apply through UCAS. They can apply for up to five courses, and most choose up to five similar courses to increase their chances of getting a place.

FINDING OUT ABOUT HIGHER EDUCATION?

There is a range of usual sources of advice and help and the following are the most commonly used methods.

1. UNISTATS AND THE KEY INFORMATION SET (unistats.direct.gov.uk)

Unistats is the official site to search for, and compare, data and information about university and college courses from across the UK. Unistats draws together comparable information in areas students have identified as important in making decisions about what and where to study.

2. UCAS (www.ucas.com)

UCAS is a centralised admissions service for undergraduate admissions to Higher Education. The vast majority of people applying to university do so through UCAS. The UCAS website offers a wealth of information for young people, helping them to decide whether university is right for them and if so, which university and which course. It also informs them about funding and finance, and has regular blogs from young people who are currently applying to or have just started university.

UCAS has a comprehensive list of open days, where applicants can visit universities to help them decide whether they want to study there. There are a few ways you can research universities and colleges – read their websites or prospectuses, or speak to them at UCAS events and course provider open days.

UCAS' application system is called Apply. There are two deadlines for applying: one is mid-October, to apply to Oxford or Cambridge and to courses in medicine, veterinary science or dentistry. The main deadline is mid-January, for all other courses and institutions.

Students then wait to receive a decision from the universities they have applied to. The offers are usually conditional upon achieving certain exam results if the student has not completed their course. Students choose a firm and an insurance choice and will have their offer made unconditional if they achieve the required grades in August.

TUITION FEES AND STUDENT FINANCE

Student Finance England (SFE) provides financial support on behalf of the UK Government to students from England entering higher education in the UK.

The two main costs students have while studying are tuition fees and living costs. SFE offers loans to cover tuition fees and loans for maintenance (ie living costs whilst studying). Students won't make repayments on these loans until they have left higher education and their income is over £21,000 a year.

Students repay 9% of their income over £21,000 and if they are employed deductions will be made from their pay through the HMRC tax system. If their income falls to £21,000 or below the repayments will stop. Any outstanding loan balance will be written off 30 years after entering repayment. Interest is applied to the loan at a maximum rate of RPI+3%.

Students apply online for the loans and should do so in advance of starting their course.

HIGHER EDUCATION

TUITION FEES

The maximum tuition fee publicly funded universities and colleges can charge for a full time undergraduate course currently is £9,250. For a part time undergraduate course it is £6,750. Students do not have to pay this up front. The tuition fee loan is paid directly from SFE to the university. The tuition fee loan is not means-tested. (Alternative providers can currently charge any level of fee they wish, but eligible students can only get a tuition fee loan of up to £6,000 a year.)

MAINTENANCE LOANS

The maintenance loan is means-tested. All students are eligible for some level of maintenance loan. The amount depends on where the student lives and studies. The loan is paid into the student's bank account at the start of each term.

- Students living at their parental home can receive up to £6,904 per year.
- Students living away from home and outside London can receive up to £8,200 per year.
- Students living away from home and studying in London can receive up to £10,702.

EXTRA SUPPORT

Many universities and colleges offer financial support to their students through bursaries and scholarships.

A more comprehensive factsheet on Higher Education is available in the **downloadable resource section**.

EDUCATION POLICY

A teal-tinted photograph of students in a classroom. In the foreground, a young woman with long dark hair is smiling and looking to the right. Behind her, another student is visible, looking forward. The background is blurred, showing other students. The overall tone is bright and positive.

TYPES OF SCHOOLS AND COLLEGES

THE EDUCATION LANDSCAPE

Education provision in England has changed beyond recognition in the past ten years. New names and types of school, changes to governance, staffing structures and an evolving curriculum can be quite overwhelming for those unfamiliar with the sector. This concise guide to the current education landscape will help you understand its structure, purpose and influences.

TYPES OF SCHOOL & COLLEGE

Community Schools

Local authority (LA) maintained schools at which the local authority is the employer, owns the land, buildings and sets the admissions criteria. Community schools are not influenced by business or religious groups.

Foundation Schools

They have more freedom to change the way they are run than Community schools. The governing body employs the staff and sets its own admissions criteria. The land and buildings are usually owned by the governing body or, in trust schools, a charity.

Academies

While there are different types of academies in operation in England, they all have the same status in law as 'academies'. They are publicly funded, independent schools, held accountable through a legally binding 'funding agreement'. They are all-ability schools, established by sponsors from business, faith or voluntary groups and have more freedom and control over curriculum design, school hours and term dates, staff pay and conditions.

Grammar Schools

Run by the council, a foundation body or a trust, they are publicly funded and select all or most of their pupils based on academic ability. Grammar schools can also be maintained schools.

Special Schools

Provide for pupils with statements of special educational needs (SEN), that cannot be fully met from within mainstream education.

Free Schools

Funded by the government but not run by the local council, they have more control over how they do things. Free schools operate on a not-for-profit basis and can be set up by any number of organisations including charities, faith groups, communities, universities, teachers, parents or businesses. They are 'all-ability' schools, so can't use academic selection processes like a grammar school. Free schools can set their own pay and conditions for staff, change the length of school terms, the school day and they don't have to follow the national curriculum.

Studio Schools

A new concept in education, they seek to address the growing gap between the skills and knowledge required by employers. Usually with around 300 pupils, they deliver mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects. Students work with local employers and a personal coach, following a curriculum designed to give them the skills and qualifications they will need in work, or to take up further education.

City Technical Colleges

Independent schools in urban areas that are free to attend. They're owned and funded by companies as well as central government, but not the local council. They have a particular emphasis on technological and practical skills.

University Technical Colleges (UTCs)

Government-funded schools for 14–18 year olds that teach students technical and scientific subjects. UTCs integrate technical, practical and academic learning and create an environment where students can develop the abilities that industry requires.

Pupil Referral Units (PRUs)

Offer alternative provision for pupils unable to attend a mainstream or special school, usually because of behavioral, emotional and social difficulties (BESD).

Further Education Colleges

Provide a wide range of academic, vocational and professional qualifications at different levels for students of all ages (from 16) including part time, evening and weekend classes.

TYPES OF SCHOOLS AND COLLEGES

Sixth Form Colleges

Publicly funded, providing advanced school level qualifications such as A- Level, BTEC and International Baccalaureate Diplomas for 16 to 19 year olds. They can be stand-alone institutes or part of a school.

Faith Schools

Associated with a particular religion, they are mostly run like other state schools in that they have to follow the National Curriculum. However, the main difference is that they are allowed to teach their own religion exclusively. The admissions criteria and staffing policies may be different too, although anyone can apply for a place.

SCHOOL STRUCTURES & THE ACADEMIC YEAR

School Intakes

Secondary schools provide for students between the ages of 11 to 16, with post 16 providers catering for students up to the age of 19. In some local areas a three tier system operates consisting of first, middle and high schools, rather than primary and secondary schools. The latter is the most common system operating in England.

Year Group	Age Group	Key Stage Group	2 Tier System	3 Tier System	Post 16	Other
6	10-11	KS 2				
7	11-12	KS 3	Secondary School	Middle School		
8	12-13					
9	13-14					
10	14-15	KS 4		High School		
11	15-16					
12	16-17	KS 5	Secondary School with Sixth Form	High School with Sixth Form	Sixth Form College or Further Education College	UTC & Studio Schools
13	17-18					
14	18-19					

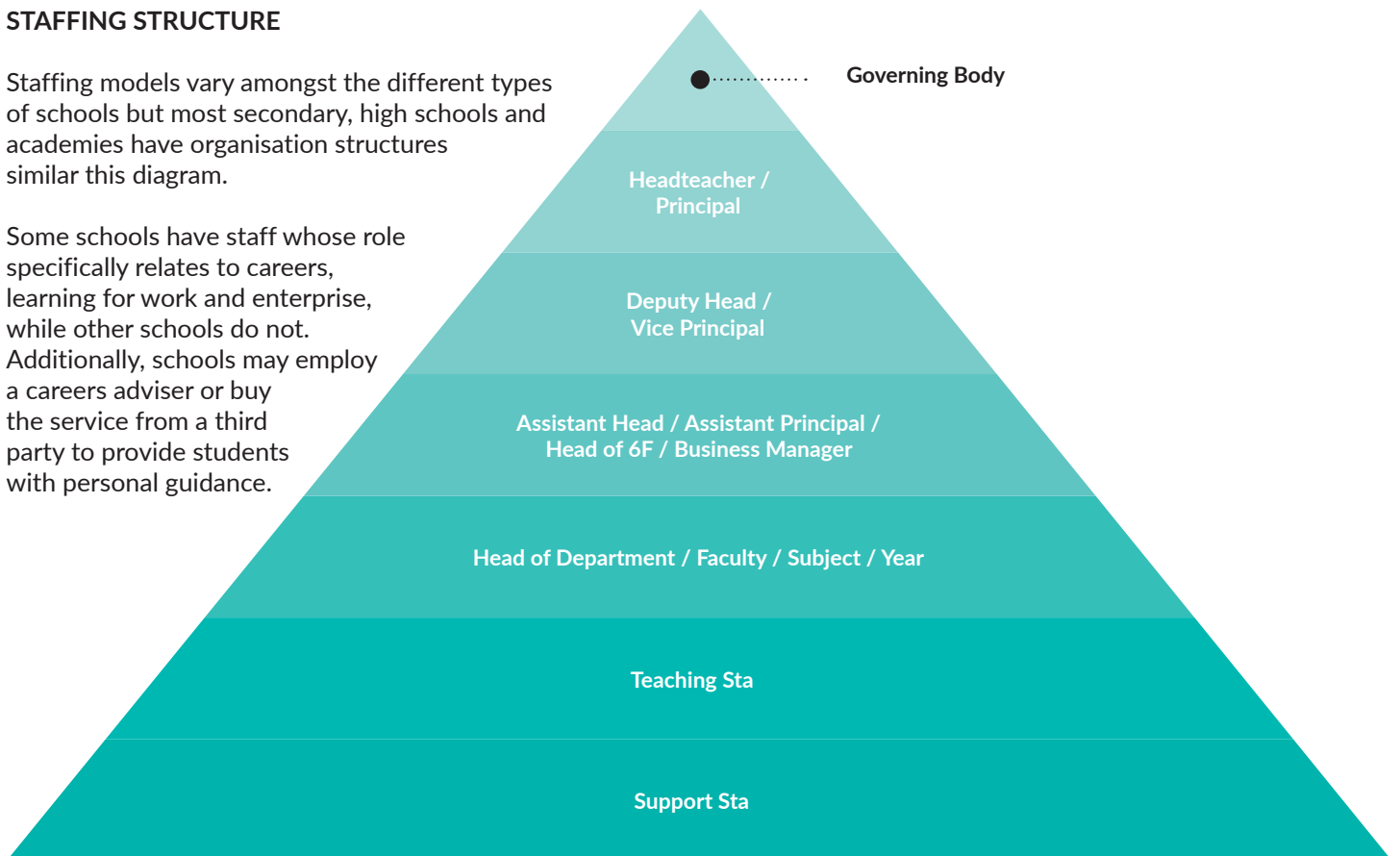
More than 1,300 schools signed up to the Network - a third of all secondary schools

HOW THEY WORK

STAFFING STRUCTURE

Staffing models vary amongst the different types of schools but most secondary, high schools and academies have organisation structures similar this diagram.

Some schools have staff whose role specifically relates to careers, learning for work and enterprise, while other schools do not. Additionally, schools may employ a careers adviser or buy the service from a third party to provide students with personal guidance.



TEACHER TAXONOMY

Teachers interact with students in different capacities. The TeachFirst teacher taxonomy has three tiers of potential teacher involvement in the delivery of careers guidance and employability. Each of these tiers is a crucial component in successful whole-school delivery of careers guidance and employability learning.

1. TUTORIAL ROLES

- Career Informant
Young people develop an understanding of different career opportunities through the people they meet. Teachers therefore play an important 'career informant' role, especially for students from low-

income backgrounds whose social contact with professionals may be limited. The information shared by form tutors about their own experiences and those of people they know could be life changing for students.

- Pastoral Support
Form tutors are often the first port of call for students' wider concerns, including career choices and the subjects they should be focusing on to achieve their goal. And at parents' evenings, form tutors are a source of valuable insight and advice. Research has shown that low-income parents are more likely to let the teacher lead the conversation about career pathways.

HOW THEY WORK

2. TEACHING ROLES

- Subject Teacher
As subject specialists, teachers can use the world of work to demonstrate the relevance of what pupils learn in class. Engagement and attainment increases when pupils can see clear links to long-term career goals. Contextualised learning helps with both the understanding of abstract concepts and the long-term motivation required to pursue a career.
- Careers Teacher
Careers guidance in schools is often provided by non-specialist teachers and sometimes with input from an independent expert. In some cases this learning is focused on practical career skills including job searching, CV preparation or gathering evidence to meet a job description requirement. In other cases, time is spent on softer skills such as self-awareness, communication and collaborative techniques.

3. LEADERSHIP ROLES

- Middle leader
Teachers in a middle leadership role are a vital bridge between external specialists, local employers and the school. They are responsible for coordinating work experience and other external activity, but also support the tutorial and teaching careers roles of their colleagues by providing up to date information and insight.
- Senior Leader
Schools with the best careers and employability provision more often than not have strong direction from their senior leadership team. Careers and employability education is often embedded as a key part of the school's ethos, while strategic long-term partnerships are fostered with employers, FE and HE colleges and other resources.

For further information see the TeachFirst publication: **Careers Education in the Classroom report**

See also the section on **Careers and Enterprise Guidance in School** in this toolkit.

CURRICULUM

Secondary state schools are required to follow the National Curriculum; whereas academies and free schools do not have to follow the national curriculum. However they must provide a broad and balanced education and are subject to the same accountability measures as state schools, which means that in reality, the vast majority of free schools and academies also follow the national curriculum.

The vast majority of year 7 students starting secondary school in September 2015 who will sit their GCSEs in 2020, are advised to follow core academic subjects as stipulated in the English Baccalaureate i.e. English language, English literature, the sciences, mathematics, history or geography and a modern foreign language.

At key stage 5 students follow a Post 16 Study Programme which is made up of academic or applied and technical qualifications; non-qualification activity including work experience; and the study of English and maths where students do not hold a GCSE graded A*-C in that subject by age 16. Study programmes should be designed to meet the needs of each individual and enable progression to higher education, training or employment.

ACCOUNTABILITY AND PERFORMANCE MEASURES

Performance tables published by the DfE provide an accessible source of comparative information on pupil achievement in a secondary schools based on KS4 and KS5 results.

KEY STAGE 4

From 2016, the headline measures that will appear in performance tables under the secondary school accountability system will be:

- Pupils' progress across 8 subjects from age 11-16 (Progress 8) compared to others with the same results at age 11
- Pupils' average grade across 8 subjects (Attainment 8)
- Percentage of pupils achieving at least a C grade in English and mathematics
- Percentage of pupils achieving the English Baccalaureate

HOW THEY WORK

The Government will look to a schools' Progress 8 results in determining whether a school has met the minimum standard for pupil achievement or progress. Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school and was designed to make schools accountable for pupil progress across a broad range of subjects.

KEY STAGE 5

A significant reform of the accountability system for 16-19 providers comes into effect with the 2016 performance tables (published 2017). There will be up to five sets of headline measures (applying to both schools and colleges), which are:

- Pupils' progress from GSCE to age 18 compared to others with the same GSCE (or equivalent) results
- Pupils' attainment
- Pupil's progress in English and maths (for those students who have not achieved at least a grade C at the end of key stage 4)
- the proportion of pupils that dropout
- the proportion of pupils who go on to further study, a job or training

The tables will also report average grades for each type of qualification (Academic, Tech Level and Applied General) separately.

The National Curriculum	Key Stage 3	Key Stage 4
Age	11-14	14-16
Year Group	7-9	10-11
Core Subjects		
English	X	X
Mathematics	X	X
Science	X	X
Foundation Subjects		
Art and Design	X	X
Citizenship	X	X
Computer Science	X	
Design and Technology	X	
Modern Foreign Language	X	
Geography	X	
History	X	
Music	X	
Physical Education	X	X
Religious Education	X	X
Sex and Relationship Education	X	X

HOW THEY WORK

ACADEMIC YEAR

For most schools the academic year runs from the start of September to the middle of July although academies, free schools, UTCs and Studio schools have the autonomy to set their own term dates. The academic year is made up of three terms and six half terms.

Month	Term	Half Term Holidays
September	Autumn	
October		1 Week
November		
December		2 Weeks (Christmas)
January	Winter	
February		1 Week
March		
April		2 Weeks (Easter)
May	Summer	Week
June		
July		6 Weeks (Summer)

THE SCHOOL DAY

School days typically run from about 8.30am to 3.30pm and are divided into periods lasting approximately 30-60 minutes each. There are usually one or two short breaks during the day and a lunch period. Schools also run before and after school intervention and extra-curricular activity classes. Studio schools and UTC's tend to have longer days that are more in keeping with businesses. It is not uncommon for schools to close earlier one day per week or fortnight for staff training to take place.

All dates are approximate and should only be used as a guide as they vary from school to school and each change each academic year.

Key Dates in the Academic Calendar	
September	– New intake
October	– UCAS application system opens
January	– UCAS deadline – Provisional post 16 funding allocation – Timetabling begins for next academic year
March	– RAISE validated data released – Level 3 VA data released – Yr9 option process
May	– GCSE and A Level examination period – Yr11's and 13's leave after last exam
June	– GCSE and A Level examination period
July	– End of summer term
August	– GCSE and A Level results days – UCAS offers confirmed

STATUTORY GUIDANCE

Statutory guidance sets out what schools and local authorities must do to comply with the law. That guidance now states that schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students.

The guidance outlines a number of key principles including the need for schools to build strong links with employers. There are a number of frameworks which schools use to develop their careers guidance and to help plan and monitor progression. Two of the most popular are:

- The National Careers & Work Related Learning Framework, originally published by the Association for Careers Education and Guidance in 2012 and re-published by the CDI in 2013. This is the recommended framework of outcomes for young people from KS1-5 that was developed by the professional association in collaboration with a wide range of partners and stakeholders.

- The Careers Blueprint that LSIS published in 2013. This framework was developed from work in Canada and is used in some colleges and schools.

As outlined in Induction To Schools - How They Work some schools have staff whose role specifically relates to careers, learning for work and enterprise, while other schools do not. In the Statutory Guidance, all schools are encouraged to work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme.

CAREERS AND ENTERPRISE GUIDANCE IN SCHOOL

CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG) IN SCHOOLS: A QUICK GUIDE

The next few pages provide a short introduction into how careers support for young people is organised in schools.

OVERALL AIMS

A career is defined as an individual's journey through learning and work.

CEIAG aims to help pupils:

- develop the skills and confidence to make realistic and informed choices about their futures and to manage the transitions from one stage of their education and training to the next and into work
- develop knowledge and understanding of study options, the world of work and the nature of career in the present day.

PROGRAMMES OF CEIAG

Typically a programme of CEIAG in a school has four, inter-related elements.

1. CAREERS EDUCATION

Work within the curriculum to help pupils reflect on their strengths, interests and aspirations; learn about the full range of opportunities open to them and be able to make plans; make successful applications and prepare for transitions.

The CDI's Framework for Careers, Employability and Enterprise offers recommended learning outcomes and sample activities to help schools design schemes of work and prepare lessons.

Careers education may be organised as discrete lessons or delivered through programmes of Personal, Social, Health and Economic (PSHE) education or tutorial work, and supplemented by activities organised through curriculum days and by work linked to careers in subject lessons.

2. CAREERS INFORMATION

Information, paper-based, IT and multimedia-based sources; on future study and training options and the labour market. Many schools have a careers resource centre and further information will be provided through talks, careers fairs, booklets for pupils and their parents and careers pages on school websites.

3. CAREERS ADVICE AND GUIDANCE

Timely advice and guidance to help individuals reflect on the opportunities available and make informed decisions that are best for them. Initial information and advice is provided by teaching staff and tutors, who then refer pupils on to professionally-qualified careers advisers.

The Statutory Guidance from the DfE requires schools to secure access to independent and impartial careers guidance for all pupils from Year 8 to age 18. Schools commission careers guidance services from a range of providers, including: local authorities; private careers companies and individual careers advisers. It is recommended that careers advisers are appropriately qualified and on the UK Register of Career Development Professionals. The CDI's guide to best practice Careers Guidance in Schools and Colleges provides a guide to commissioning.

4. EXPERIENCE OF THE WORLD OF WORK

Schools provide a range of work-related activities to help pupils learn about the world of work and to develop their employability and enterprise skills and qualities. These include both activities on employers' premises, such as work visits, work experience and work shadowing, and activities jointly delivered with employers and employees in schools, such as information talks, employability workshops and mock interviews.

PARTNERSHIPS

CEIAG in schools is delivered through partnerships. The schools take the lead role but commission careers guidance from specialist providers and work with employers, and with colleges, universities and apprenticeship and training providers, to ensure that pupils have up to date information on all the opportunities available.

CAREERS AND ENTERPRISE GUIDANCE IN SCHOOL

STAFF ROLES

Many teachers, and other members of staff, contribute to CEIAG. All members of staff can potentially share their career experience with pupils. Tutors offer initial information and advice in their pastoral roles and play an important part in referring pupils on to the school's careers adviser. Some schools choose to employ a qualified careers adviser, others buy in this service. Subject teachers make links between their lessons and careers. Particular members of staff may be asked to teach careers education lessons.

All schools should have one member of staff, ideally a middle leader, with designated responsibility for the day- to-day leadership and management of CEIAG. The careers leader may, or may not, be a teacher and will be the key point of contact for all partners contributing to CEIAG. In some 11-18 schools, the careers leader only has responsibility for CEIAG up to Year 11 and careers work in the sixth form is the responsibility of the head of sixth. Additionally, one member of the school's senior leadership team should have overall responsibility for CEIAG.

QUALITY ASSURANCE

Ofsted has recently strengthened references to CEIAG in its Common Inspection Framework. In its Statutory Guidance the DfE recommends that all schools should work towards achieving one of the quality awards for CEIAG, nationally validated by the Quality in Careers Standard.



This section of the Toolkit has been prepared by the Career Development Institute (CDI) www.thecdi.net

OFSTED ON ENTERPRISE EDUCATION

GETTING READY FOR WORK

In June 2016, Ofsted investigated the availability and effectiveness of enterprise education and work-related learning for pupils in secondary schools. In the course of their visits to 40 secondary schools, inspectors also looked at how well schools and businesses were engaging with each other and how these schools were promoting alternatives to university, including apprenticeships.

The findings illustrated the importance of a strategic approach to enterprise education and delivering a linked programme of activities to have the necessary impact on young people.

Additionally, employers cited that school administration and a lack of information was restricting them from working with schools.

The full report is available to read here:
www.gov.uk/government/publications/enterprise-education-how-secondary-schools-prepare-young-people-for-work

CDI'S CAREERS LEADERS IN SCHOOLS

Recent changes in policy for careers education and guidance have placed greater responsibility on schools. As a response to this, the Career Development Institute have pushed for the implementation of clear leadership in schools with an appointed Careers Leaders.

This Careers Leader would bring together the various elements of careers support provided by the school and the contributions of the different external partners into a coherent programme of careers education, information, advice and guidance (CEIAG) for young people.

Careers leaders should be drawn from middle leadership in schools, working in partnership with several members of staff in school and with a range of individuals and organisations in the wider community beyond the school, including the Enterprise Adviser Network. To be effective in this role, the CDI argue that the careers leader will require a level and breadth of CPD and have the active support of a designated member of the senior leadership team as their line manager.

The full briefing is available to read here:
www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf

FREE EXTERNAL RESOURCES

FREE EXTERNAL RESOURCES

3M

As a technology company, 3M has a particular appreciation of the importance of STEM (Science, Technology, Engineering and Maths) subjects - people with STEM qualifications form a significant part of their employee base.

Their STEM Ambassadors go into schools local to our sites around the UK in order to show that scientists and engineers do not all spend their lives wearing white coats working in laboratories. They demonstrate that a wide range of interesting and rewarding careers are open to people with STEM qualifications. Through them, they aim to engage and motivate students to choose science, technology, engineering and maths when the time comes to consider qualifications and careers. They have also worked with educational specialists in order to provide a series of free teaching resources for the UK (including Ireland).

www.3m.co.uk/intl/uk/3Mworldly-wise/STEM-1-introduction-STEM-ambassadors.htm

www.stem.org.uk/stem-ambassadors

ABPI

ABPI Schools, provides free resources for teachers and students. High quality interactive materials cover many science topics in the primary and secondary school curriculum. At secondary level they focus on biology topics linked to treatment of disease.

www.abpischools.org.uk/

AFFINITY WATER

Affinity Water believe that water, energy and environmental issues are vital for all individuals to be aware of from a young age. Their Education Team is on hand to support teachers inside and outside the classroom, by providing a practical learning experience, designed to really enrich your school curriculum.

<https://education.affinitywater.co.uk/>

ANGLIAN WATER

Anglian Water education provision encompasses all Key Stages and A-Level. There are a range of topics covered such as water efficiency, pollution, climate change and sustainability. Sessions are fun, interactive and include challenges and self-directed projects. KS1, KS2, KS3 & KS4 resources available, as well as guides for building water friendly vegetable gardens and climate change resources. Resources can be used throughout the UK.

www.anglianwater.co.uk/community/education

BARCLAYS LIFESKILLS

Barclays offer a range of support to students to build their CV, confidence and presentation skills as well as offering work experience placements. They have lesson plans and volunteer session briefings for teachers to help students embed employability skills in school, as well as resources for parents on LifeSkills and helping their child with gaining employability and money advice.

www.barclayslifeskills.com

FREE EXTERNAL RESOURCES

BARCLAYS MONEYSKILLS

Resources designed to help school children build their financial skills, knowledge and confidence. The resources have been designed to support the delivery of fun, interactive sessions on basic money management topics. They also have resources to support teachers, youth workers and other practitioners working with young people aged 16-25 to develop practical money management skills.

<https://moneyskills.uk.barclays/>

BBC BITESIZE

For every subject taught, the BBC has a range of study guides and classroom clips available for businesses, students and teachers to use to support learning for young people.

www.bbc.co.uk/education/levels/z98jmp3

BITC'S WORK INSPIRATION PROGRAMME

Work Inspiration is a national employer led campaign that targets young people to make their first experience of the world of work more meaningful and inspiring. Work Inspiration is a campaign led by employers who want to transform work experience from making the tea into something that makes a real difference in young people's lives. Our free toolkit makes it easy for any workplace to inspire young people about the world of work, and open their eyes to career opportunities in industries they may never had considered.

www.bitc.org.uk/list/programmes/work-inspiration

BLOODHOUND

The BLOODHOUND Project is a global Engineering Adventure, using a 1000 mph World Land Speed Record attempt to inspire the next generation about science, technology, engineering and mathematics. Register in their Global community to have fun exploring the world of science and technology; learn, create, share, watch, experiment and discuss. Be creative, be inventive and post back your ideas with the record, upload, link and forum features. Resources for all ages.

www.bloodhoundssc.com/education

BP

Free resources for ages 11 to 19, Key Stages 3, 4 and 5 (KS3, KS4, KS5 and Curriculum for Excellence 3rd and 4th Levels and Senior phase in Science, Geography and Business Studies.

www.bpes.bp.com/secondary-resources

BRITVIC

The Britvic Learning Zone microsite is intended primarily for use by teachers with the 14+ age group. It covers a wide range of subjects and includes real life case studies. Britvic also run events for teachers to attend one of a series of Professional Development Days to be held in the Britvic Learning Zones at one of their sites. (Beckton, Hemel Hempstead, Leeds, Norwich and Rugby).

www.britvic.com/sustainable-business/resources/educational-resources

FREE EXTERNAL RESOURCES

CAREERS LAB

Careers Lab aims to bridge the gap between schools and industry by getting more businesses into the classroom to deliver inspiring careers lessons side by side with teachers, helping young people think more clearly widely about their working life. It's a flexible programme for schools and businesses to work together and can be run in an hour, or a whole day depending on the student's needs.

www.careerslab.co.uk/

CO-OPERATIVE

The aim of school.coop is to share resources that bring co-operation into the education system and link the co-operative values and principles to key curriculum areas. Great variety of resources for advertising, citizenship, healthy eating, history, faith, enterprise, Fairtrade and financial literacy...just to name a few!

www.school.coop/resources

ELLEN MCARTHUR FOUNDATION

The Ellen MacArthur Foundation is an independent charity which supports schools and teachers in using the framework of a circular economy to present a real alternative for students to discuss and debate. They have worked with teachers, subject associations and education professionals to bring you a wide range of free downloadable teaching resources focused on the circular economy.

www.ellenmacarthurfoundation.org/programmes/education/schools-colleges

EDF ENERGY

EDF Energy is passionate about supporting the development of the next generation of UK scientists and engineers.

<https://www.edfenergy.com/energy/education>

EDF ENERGY-POD

Curriculum linked resources for students aged between 4-14 years old across Science, Geography, Maths and other subject areas. Lots of fun and interactive lesson plans available and has a good filter search engine so you can find exactly what you are looking for.

www.jointhepod.org

FILM EDUCATION

This is an educational site for learners aged 15-19. This resource is designed for students of Citizenship, History, Media, Film and English GCSE, AS, A2 and equivalent. The Teachers' Notes offer a comprehensive guide to using the resource.

www.filmeducation.org

GLAXOSMITHKLINE

To support science teachers around the globe, they have created a unique science education programme filled with free teaching resources to inspire students and add real-world appeal to lessons. They have packed the programme with engaging, inspirational films, focused independent learning tasks and creative Lab activities.

www.gskscienceeducation.com

FREE EXTERNAL RESOURCES

INSPIRING THE FUTURE

The Charity, Education and Employers runs Inspiring the Future which connects state schools and colleges with employers and people from the world of work. Volunteers from Apprentices to CEOs, Archaeologists to Zoologists pledge just one hour a year to volunteer in a state school or college near where they live or work to talk to young people about their job and career route.

Teachers and volunteers are connected through a secure website, selecting people who best meet the needs of their students from a range of sectors and professions. At the heart is volunteers talking informally about their job, career and their educational route.

www.inspiringthefuture.org

JAGUAR LAND ROVER

The BMet Jaguar Land Rover Education Business Partnership Centres (EBPC) provides educational visits for schools, colleges and universities. The centres are within the Jaguar Land Rover Manufacturing plants in the West Midlands and the Research and Development facility in Gaydon, Warwickshire. Here is the teacher portal where they can register to receive and view resources.

www.jaguarlandrover.bmetc.ac.uk

THE JAMES DYSON FOUNDATION

Free resource boxes for Primary and Secondary. Online activities to download for STEM Clubs and excellent Careers Resources, posters for schools.

www.jamesdysonfoundation.co.uk

MARKS & SPENCER

The M&S Schools Programme is free and offers cross-curricula workshops hosted at the M&S Company Archive or at the school. Explore history, art & design, technology and much more through our fascinating collections. You can also bring the collection into your classroom with our M&S eLearning Hub. Created in partnership with My Learning, find out how to build the fascinating past and innovative present of M&S into teaching plans.

www.marksintime.marksandspencer.com

MCDONALDS

Discover Discovery's free student resources, perfect for ages 8 – 18.

<https://www.mcdonalds.co.uk/teachers/>

MICRO TYCO

Micro-Tyco is a team challenge for companies and schools, both junior and senior that takes place every November and February. On the first of the month, teams of up to five are given £1 and challenged to grow it into as much money as possible in four weeks.

The short time-scale of Micro-Tyco inspires an entrepreneurial environment that unleashes participant's latent talents, whilst at the same time fostering creative thinking, resourcefulness and team work. Micro-Tyco also helps pupils to develop their financial, literacy, communication and leadership skills.

www.wildheartsgroup.com

FREE EXTERNAL RESOURCES

NATIONAL GRID

Science, energy, power experiments and teaching resources

www2.nationalgrid.com

NATIONAL STEM CENTRE

The National STEM Centre houses the UK's largest collection of STEM teaching and learning resources, in order to provide teachers of STEM subjects with the ability to access a wide range of high-quality support materials. They work with business, industry, charitable organisations, professional bodies and others with an interest in STEM education to facilitate closer collaboration and more effective support for schools and colleges, and promotion of STEM careers awareness.

The Centre provides facilities for STEM education partners to support their work with schools and colleges, including meeting rooms, event support, and hot-desking space. These facilities are available to partner organisations, schools and colleges – our STEM Associates.

www.stem.org.uk

NATIONWIDE BUILDING SOCIETY

Nationwide Education offers a world of free resources. You'll find fun and stimulating programmes that develop life skills in Financial Capability, Sustainable Living, Employability and Safety. Explore the classroom collections or try their engaging array of games, films, storybooks and much more.

www.nationwideeducation.co.uk

NAT WEST MONEYSENSE

Free, interactive web-based resources requires little preparation and are flexible. Teachers and students will be able to work their way through the modules systematically, or pick and choose the elements that meet their particular needs. Teachers also have access to extra features including ideas for delivering short and long lessons, curriculum links and learning objectives.

<https://natwest.mymoneysense.com/home>

NETWORK RAIL

Education about rail safety at Key Stages 3 and 4 provides young people with the information and skills to stay safe as they enjoy greater independence. They have worked closely with teachers and students to develop resources to help you run engaging, interactive activities that match different curriculum areas, including English and Science, and deliver Ofsted requirements for PSHE teaching.

<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/>

OXFAM GB

Wide variety of resources available to students and teachers for all subjects and for all ages.

www.oxfam.org.uk/education

FREE EXTERNAL RESOURCES

PARLIAMENT UK

Parliament UK have been working with schools to get young people involved in the political process. These resources support schools in encouraging democracy and debating amongst young people.

www.parliament.uk/education

PLANET SCIENCE

Lots of science based subject resources to use including video clips, animations, interactive activities, photoslide-shows, and teacher guidance. This is using curriculum links for Key Stage 3 (KS3 and Curriculum for Excellence Sciences and has links to all major exam boards at Key Stage 4 (KS4).

www.planet-science.com

PWC

PWC's Earn Your Future Lab provides interactive curricula designed to empower young minds with financial and economic knowledge.

app.pwcfdearnyourfuture.org

ROLLS ROYCE

Their aim is to enthuse young people about the STEM subjects and inform them of career opportunities within Rolls-Royce and industry. You can find and download resources they have created for schools.

<http://careers.rolls-royce.com/united-kingdom/educators-and-students>

SIEMENS

Siemens Education is the place to find free, stimulating and unique curriculum-linked resources that bring science, technology, engineering and maths education to life in the classroom. You can also find out more about careers and apprenticeship opportunities at Siemens and keep up-to-date with STEM based activities events and challenges for schools and pupils.

<http://www.siemens.co.uk/education/en>

TASTY CAREERS

This is your one stop shop on how to find a career in the food and drink industry.

www.tastycareers.org.uk

TESCO

Their Farm to Fork initiative and Online Field Trips are getting children all over the country interested in where their food comes from, and the cooking courses teach children to put their new-found learning into action by making some delicious, healthy meals. The Tesco Eat Happy Project will continue to evolve over time, introducing new opportunities for children to expand their interest in healthy food by making it interesting, engaging and fun.

<https://www.eathappyproject.com/>

FREE EXTERNAL RESOURCES

THAMES WATER

Offers a comprehensive education programme, which includes resources for students, teachers and customers.

www.thameswater.co.uk/education

THAMES TIDEWAY TUNNEL

These resources have been developed by Tideway, the company delivering the Thames Tideway Tunnel super sewer. They are part of their drive to raise interest and uptake in STEM related careers, develop employability skills in young people, and to support the broader curriculum.

www.tideway.london/tunnelworks/

TOYOTA UK

Variety of Engineering and design based resources, with an opportunity of Young Engineers Clubs and plant visits. They also have resources to show young people how cars are built in a visual and interactive way.

www.toyotauk.com/education

TOMORROW'S ENGINEERS

The Tomorrow's Engineers programme, led by the engineering community, provides a platform for employers to work effectively with schools to inspire more young people to consider a careers in engineering.

www.tomorrowsengineers.org.uk

VIRIDOR

Viridor invite schools and colleges to visit their interactive environmental education centres at their facilities across the country, helping to promote better understanding and best practice in waste prevention, recycling, recovery, resource management and sustainability.

www.viridor.co.uk/about-us/education