



Department
for Education

Careers guidance and inspiration in schools

**Non-statutory departmental advice for
governing bodies, school leaders and
school staff**

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Summary

About this departmental advice

1. This is advice from the Department for Education. This advice is non-statutory and has been produced to help recipients understand their obligations and duties in relation to advice and guidance. Organisations named throughout this document are provided as examples of good practice and are not specifically endorsed by government.
2. Recipients should read this document alongside the [statutory guidance on careers guidance and inspiration](#) and the government's [Inspiration Vision Statement](#) to support decisions on the most appropriate forms of independent advice and guidance for pupils.

Review date

3. This advice will be reviewed on an annual basis: but it will only be revised if it is no longer considered fit for purpose.

Who is this advice for?

4. This advice is for:
 - Governing bodies, school leaders and school staff in maintained schools and local authorities that maintain pupil referral units
 - Academies and free schools (including alternative provision academies and free schools).

Key points

5. Schools are legally required to secure independent careers guidance for all year 8-13 pupils. Ofsted conducted a thematic review of careers guidance to assess how schools are responding to their new duty. [Ofsted's report 'Going in the right direction?'](#), published in September 2013, found that the majority of schools needed to do more to ensure that all of their pupils had information on the full range of training and education options and career pathways to help them make informed choices about their future so that they could reach their potential. This non-statutory document aims to help all schools to learn from the best by sharing good practice and setting out some common features of inspirational, high quality advice and guidance.

Meeting the careers guidance duty: preparing young people for work

Inspirational advice and guidance for all pupils

6. Advice and guidance is more likely to be effective where there is a clear focus on the outcomes the school is trying to achieve for pupils. The best schools have high aspirations for all of their pupils and demonstrate this by placing inspiration, mentoring and real-life insights into the workplace at the core of what they do. In considering how this best fits with their overall plans, schools can refer to the [Inspiration Vision Statement](#), published by the Minister of State for Skills and Enterprise, Matthew Hancock, which describes how schools should meet their careers duty by working with employers and others to inspire young people about the world of work.

Setting clear goals

7. Schools should consider how their approach to helping all pupils achieve and progress fits with their own ethos and as part of their wider objectives. This is likely to include inspiring pupils to think about their future possibilities; to aim high, motivating them in school as well as beyond; to be informed about education, training and career options; to assess their current strengths and areas for development; and to acquire the skills valued by employers.

Needs and interventions

8. Good advice and guidance is individual, recognising that the needs of pupils will vary. Schools need to consider how their programme will inspire and motivate all pupils, helping them to fulfil their potential. For example:
 - Does the school give employers a voice in the classroom, giving pupils a first-hand view of the world of work through access to inspirational speakers and role models?
 - Does the school make available visits to workplaces and high quality work experience that reflects the strengths of individual pupils and has clear links to the curriculum?
 - Is adequate mentoring and support available for those who need it most and are at risk of becoming disengaged from education?
 - Do pupils have access to impartial information and advice on a broad range of options to include apprenticeships, entrepreneurialism and vocational routes alongside A levels and university, to support informed decisions at key transition points?

- Does the school provide opportunities for pupils to voice their ideas and suggestions on what they want from careers guidance - and how they think it should be delivered?
- Does the school consistently work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure boys and girls consider the widest possible range of careers?

Making links with employers

9. Establishing a planned programme of employer engagement will give pupils the opportunity to hear directly from professionals and be inspired by role models. Linking with different sized companies or organisations, or one of the many initiatives available to schools that help facilitate partnerships with businesses, will demonstrate the broad range of careers available. Links to a number of organisations and initiatives focused on bring employers and educators closer together are available in the 'Further Sources of Information' section of this document. It is useful if schools have a named contact on their website for employers that want to get involved, as businesses can find school contact points hard to navigate.
10. Inviting employer representatives to parents' evenings or options events will help bring occupations to life. Inspirational speakers can give young people who may not have access to role models through their own families or networks a chance to challenge stereotypical views of different careers.

Monitoring, evaluating and improving

11. Schools should use destinations data to monitor the choices made by pupils at the end of year 11 and year 13. Schools can also monitor how all current pupils are progressing towards the specific targets and objectives set for them. This information can inform improvements to the support provided to pupils. Ofsted has said it will consider young people's destinations when judging the quality of a school's leadership and management.
12. Schools need to assure themselves of the quality of the support pupils receive. Further information on the quality assurance of formal careers providers is in the 'Frequently Asked Questions' section of this document.

Informing pupils and parents about the support available

13. Schools are encouraged to publish information on their website about the support provided to help pupils to progress into further education, training or work. This could include information on the school's links with employers and how pupils at the school have access to inspiration and mentoring opportunities.

Support for schools from the National Careers Service: web-chat for school classes and groups through the young people's helpline

The National Careers Service provides support for young people aged 13 to 18 through a telephone helpline (0800 100 900); and through web chat via the National Careers Service website (<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>).

Schools in Berkshire, the North West and the Midlands requested support from the National Careers Service with web-chat for groups of their students in years 9 and 11. This resulted in a series of group web-chats for pupils, providing support for year 11 personal careers research time, year 9 personal development time, and for a School career guidance focus day for year 11s.

The pupils were directed to the web chat facility, where they engaged in a one-to-one conversation with a specialist National Careers Service young persons' adviser. The advisers provided them with information and advice specific to their needs, interests and aspirations. If requested, the pupils were sent a transcript of the session for future reference.

The sessions have inspired and supported approximately 200 pupils from these schools to think about their futures in a positive and structured way, through the provision of friendly, impartial and expert careers advice using an innovative and young person-friendly communication channel.

For more details on how schools can use the helpline and web chat facilities to support their careers programmes, please contact Joe Wallace at joe.wallace@serco.com

Support from STEMNET / STEM Ambassadors

STEMNET creates opportunities to inspire young people in STEM (science, technology, engineering and maths) by linking people in STEM careers with teachers and schools to enable young people to gain a clear idea of the diverse and exciting range of careers and opportunities available to them.

STEMNET's network of STEM Ambassadors comprises over 27,000 volunteers who are a free resource to teachers across the UK. They come from a very wide range of STEM careers and professions. 40% of STEM Ambassadors are women, 13% are black & minority ethnic and 60% are under 35 years of age.

They all give their time and commitment to help deliver the STEM curriculum through hands-on STEM activities and they raise awareness of STEM careers, by revealing how essential STEM is throughout the world. One example is the series of real-life maths cases studies, which profile six female STEM Ambassadors and bring their careers to life through classroom activities based on the maths that they use in their roles.

<http://www.stemnet.org.uk/real-life-maths/>

“I became a STEM Ambassador because I wanted to show that STEM subjects really do have real-life application, because I never understood how it would be applied in real life when I was at school, but I guess that is because there was no such thing as STEM Ambassadors!” - Sayara Beg, Chief Data Scientist.

Comprehensive independent evaluation shows that STEM Ambassadors are seen by teachers as inspirational role models, able to motivate and enthuse pupils, challenge stereotypical thinking about careers and the type of people working in STEM, and explain the opportunities that roles in STEM can offer young people. Teachers also value their knowledge and insight into different career routes and pathways, which they bring into schools. STEM Ambassadors deliver around 4,000 career related activities, such as giving careers talks or taking part in careers events or fairs, in UK schools every year:

After engaging with STEM Ambassadors:

- 87% of teachers report an increased awareness of STEM subjects and their real world applications amongst their students
- 77% of teachers report they have an increased awareness of STEM career and employment options
- 71% teachers report they have an increased understanding of STEM business and industry
- 82% of teachers consider that STEM Ambassador activity improved pupils' motivations and aspirations to study STEM subjects further

“It was a joy to see the students so engaged and interested in Science careers and pathways.” - Gavin Simpson, Assistant Headteacher, Seaton Sluice Middle School

Case Studies

Building strong employer links: Littleover Community School, Derby

The school wanted pupils to learn employability skills, particularly from people who are actually involved in recruitment.

The school began by attending the Derbyshire and Nottinghamshire Chamber of Commerce school forum events. Through this they developed an awareness of employment and apprenticeship opportunities in local industries – and were also introduced to the Inspiring the Future programme. The school registered, putting them in contact with a large group of local employers. They requested help with careers talks and their mock interview evening – as well as mentoring support for vulnerable pupils to help to inspire and motivate them to want to succeed in school. The school now holds weekly careers talks, which are very well attended and reviewed – and over 50 employers are involved in an annual mock interview evening for all pupils in year 11.

The school now has access to a much wider range of employers, representing a broad spectrum of careers. Year 11 pupils benefit from an interview with a ‘real’ employer and they are able to use the feedback to help them develop the skills and confidence they need.

Increasing their contacts with employers has raised the profile of the importance of preparing for the world of work and career choices. It has helped students to develop employability skills and has reinforced the school’s existing careers education, information and guidance programme. Pupils from years 8 to 13 have attended the career talks and given positive feedback. After a recent talk from an Environmental Scientist, a year 10 pupil was able to gain specialist advice about work experience opportunities in that area – information the schools would not have had access to without her involvement.

The school is continuing to develop their links by increasing employer involvement in lessons and careers library sessions. By increasing access to employers whilst their pupils are at school, the school feels they are more likely to make well informed decisions about their futures.

For more details, please contact Lauren Wilson: l.wilson@littleover.derby.sch.uk or Fiona Came: f.came@littleover.derby.sch.uk

“Inspiring the Future has proved to be an invaluable way to connect schools quickly and easily to keen employers, who are committed to enhancing careers education and the experiences of the world of work for young people.” - Fiona Came (Deputy Coordinator, PSHE), taken from ‘Inspiring the Future – First Year Review 2012/13’

Mentoring programme involving employers: The Charter School, Southwark

The school recognised the importance of mentor relationships in raising young people's aspirations. As a new school, it did not have an alumni network to call upon to provide this support – so decided to develop a mentoring scheme, linking with a range of local businesses.

The school contacted their local Education and Business Alliance (run by Southwark Council), who introduced them to PwC, King & Wood Mallesons, SJ Berwin and IPC Media. The companies helped with the initial stages of the mentor training and Disclosure and Barring Service (previously CRB) checks. This success inspired the school to develop further links with other local businesses, including King's College Hospital.

All students in year 12 were offered the opportunity to have a mentor. Initially, students and mentors were matched by looking at similar interests. However the school found that conducting 'networking sessions' was a better way of creating effective partnerships between students and mentors.

The school holds a weekly tutorial with all students being mentored to help them make best use their mentor and learn from each other. In particular, this helps the less confident students who may need initial help in building relationships with their mentor.

Subject teachers (in addition to tutors and year leaders) are now involved in the programme, as they have seen a direct correlation between use of the mentor and academic attainment, particularly in relation to maths, science or language specialisms. Subject teachers communicate with mentors around upcoming schemes of work and particular areas for improvement.

100% of pupils who have been mentored have obtained a place at their chosen university (sometimes the first in their family to do so) or college, or found employment. The mentor programme has benefitted both students and the wider school community, helping to change the ethos of careers provision in the school. Mentors now provide additional support to the school, including workshops on presentation, interview and networking skills, and how to write a CV. They attend Careers Fairs, provide mock interviews and help develop debating skills and academic confidence.

For more details, please contact Lin Proctor: Lproctor@charter.southwark.sch.uk

“One of the first question mentors ask me when they sign up is ‘will I make a difference and how will I know?’. I ask them two questions – ‘did you have a teacher at school who inspired you?’ They all say yes. ‘Have you ever thanked that teacher?’ The answer to that is invariably no! So I say – you will make a difference, it might seem small to you but those small differences can transform young lives.” - Lin Proctor

Supplementing high quality, in house provision with impartial careers guidance: The Elizabethan Academy, Retford

The school saw its duty as an ideal opportunity to offer a more bespoke guidance and support package to students. The school serves a relatively rural community despite its town centre location, and public transport links with neighbouring towns are sometimes limited. As a result, the school recognises the need to raise students' aspirations and widen their horizons beyond their immediate locality.

The school appointed a qualified member of staff, with a specific budget to manage guidance within the school. The school put in place a comprehensive and robust programme of support, delivered through the curriculum in years 7-11. This expanded students' access to both targeted one-to-one interviews and drop-in sessions, with advice tailored to the individual needs and circumstances of the students.

The school initiated a programme of impartial careers advice and guidance through their own Careers Fair, inviting representatives from employers as well as from further and higher education institutions. Both parents and students are invited. The school also arranges visits to other careers shows and the Skills Show, which has proved popular with students. In addition, the school ensures that students have access to apprenticeship talks, employer visits, mock interviews, road shows and college / university visits.

The school has also used their pupil premium allocation to design a tailor made 'Think Big' programme. This is designed to raise aspirations of targeted students in year 9 – and comprises priority careers interviews, visits to further and higher education and regular follow-up sessions. The programme offers a range of activities which are designed to discuss and challenge stereotyping and gender issues.

The school's overall careers offer is designed to promote students' awareness of a wider range of career pathways, helping them to make well informed, realistic decisions about their future.

For more details, please contact Mrs Sheila Edgar edgars@elizabethan.notts.sch.uk

Developing employability skills through the curriculum, whilst supporting a business partner: Small Heath School, Birmingham

Small Heath School has been a member of the Greater Birmingham Chamber of Commerce for 20 years and, as such, receives regular invitations to networking events organised by the Chamber, as well as other business organisations. Through these meetings, the school was introduced to Russell Jones, Director of Marketing at Aston Villa Football Club.

Richard Riley (Head of Work Related Learning, Enterprise Education, Marketing & PR at the school) believes that networking is a great way of making new contacts and stresses the importance of carrying business cards to exchange at such events. A meeting was arranged with Russell Jones, who wanted to visit the school to discuss involving sixth form pupils in a project to improve their Junior Supporters' scheme.

The girls and boys selected to take part in the project, supported by their maths teacher, researched the offer made to Junior Supporters by the other Premier League clubs and presented a report to the marketing team at Villa Park suggesting improvements to the "Junior Villains" scheme. They were then asked to identify how the improvements could be implemented and reported back a week later with their suggestions. As a result of their work, JV Life was born and the group's suggestions can now be seen on the club's website.

All partnership work that the school undertakes offer opportunities for students to undertake a 'real' project. This brings learning to life and means students are more inclined to want to learn. Benefits to the students included the development of team working skills, the ability to communicate with people they had never met before and the ability to work to deadlines. They also began to understand the importance of business and customer awareness.

It is also beneficial to business partners. Aston Villa believe that, as a result of the students' work, they saved in the region of £200 000 in consultancy fees. The school has other partnerships, including Birmingham Airport, Utensa and HMS Daring.

For more details, please contact Richard Riley r.riley@smallheathschool.org.uk

Developing sustainable school-business partnerships: Kingsbury School and Sports College, Birmingham

The school identified the need to work with employers to raise students' aspirations and make learning more relevant to the real world. The school wanted to raise awareness of different careers, particularly in STEM subjects.

The school has a dedicated member of staff to develop and oversee industry links, in conjunction with the relevant teaching staff. Through networking and organisations such as Inspiring the Future and Business in the Community's 'Business Class' partnership, the school has developed sustainable partnerships with a wide range of employers.

The school's 'Business Class' partnership is with construction and facility management company, Interserve. This partnership is part of a cluster of local schools and businesses collaborating on this issue. Activities have included visits to the company's functions and projects, practice interviews, classroom talks, case studies and student involvement in the company's charity ball. Students engaged particularly well with one of Interserve's young employees who started with them as a business apprentice. She has given careers talks to students in year 7, raised awareness of apprenticeships and delivered an enterprise day with Year 10. The partnership is still developing and future plans include implementing a mentoring programme.

The school supplements this with curriculum linked activities with employers. These include 'Dragon's Den' style competitions, themed days such as courtroom scenarios with law professionals and industry visits. Aware of the need to promote STEM subjects to both boys and girls, the school has worked with Jaguar Land Rover, RAF Cosford and BAE systems. They also arranged careers talks and activities from STEM Ambassadors, university graduates, lecturers, scientists and researchers.

The school found their students enjoy engaging with employers. They gain insight and understanding of the skills needed, such as communication skills, timekeeping and organisation. The school has reducing levels of NEETs and a widening range of post 16 destinations. Employers also benefit, contributing to their corporate responsibility aims and raising their profile within the community. Employees develop further skills and support the next generation of workers. The school realises the importance of allowing time to develop and maintain their partnerships with employers. Clear communication, commitment and flexibility are particularly important – as is acknowledging the employee's contributions.

For more details, please contact Kate Rose krose@kingsbury.bham.sch.uk

Students' evaluations show that they have greater awareness of different career options. As one Year 7 female student said: "Now I know that engineering is not just about oily rags!"

Building character at school through Continuing Professional Development for Teachers – Character Counts and Teach First

Evidence shows that character – social and emotional skills, resilience, and grit - play a major role in boosting academic attainment of students, as well as strongly influencing their success beyond the school gates. At the Teach First Wellbeing Matters conference in Spring 2013, Character Counts ran CPD sessions sharing the evidence base on character capabilities, exploring with teachers their views on building character at school, identifying barriers they face to doing so, as well as examples of best practice, and finally sharing and creating new strategies for building character at school.

In Spring 2013 Teach First held a CPD event, Wellbeing Matters, aimed primarily at Teach First participants teaching in South London schools. At the conference, Character Counts - an independent centre that promotes, evaluates, and designs public policy interventions to build character - shared evidence on the importance of character in shaping life chances and the key role that teachers, parents and carers play in building character in young people.

In facilitated group discussions, teachers discussed how they balance a focus on exam preparation with commitment for addressing the wider wellbeing issues of their pupils. Many teachers saw themselves as ‘character builders’ as well as teachers of academic material. They identified important differences in character amongst higher and lower achieving students, and the importance of students needing to feel ownership over the language and approach of the curriculum.

The discussion resulted in several recommendations for how to address character building more effectively in school. These included creating character building resources and lesson plans in collaboration with teachers, learning from the Early Years Foundation Stage approach, which was seen to address character development, and expand the provision of extra-curricular activities.

Participants made commitments and action plans based on the changes they wanted to make to improve their pupils’ wellbeing. Many also committed to driving change school-wide. Amongst these were training year 12 to lead younger pupils in discussing wellbeing issues, introducing a lunchtime ‘chill-out zone’ to build relationships with pupils outside of formal lesson time, and a PSHE scheme of work on homophobic bullying.

For more details, please contact Jen Lexmond jen@charactercountsgroup.org

Developing a business-led interactive approach to careers that boosts young people's aspirations: The Apax-Mosaic Enterprise Challenge

The Apax- Mosaic Enterprise Challenge was developed to engage young people living in disadvantaged areas, who had limited exposure to professional role models, networks, and awareness of the workplace and the skills required to succeed in business.

Mosaic launched mentoring activities in schools in 2007 - engaging successful professional people to work with students aged 11 -16. Mosaic mentors work in small groups with students to increase their confidence, self-awareness and skills, and identify and set goals for their future. With the Apax Foundation, Mosaic developed a small-scale pilot programme, the Apax-Mosaic Enterprise Challenge, to inspire a spirit of entrepreneurialism, increase interest in business, improve skills and connect young people with the work place. In the summer of 2009 they worked with 20 schools, 300 students and 40 mentors.

This resulted in an annual, national competition during which secondary school students aged 11-16 learn about establishing and running a business through a business simulation game, which directly complements the business studies curriculum on offer within schools. Students are mentored by experienced business professionals who pass on their knowledge and skills about various aspects of business. Participating businesses include DLA Piper, KPMG, Jaguar Land Rover, Lloyds Bank, Marks and Spencer and Ernst and Young. The Challenge is now in over 100 schools, engaging 5,000 students who are supported by 450 mentors by the summer of 2014.

The competition has increased students' skills and raised their awareness of business concepts. It improved their understanding - through their mentors – of the practical processes associated with business careers and demonstrated how to work together towards a goal. The competition is also having a positive impact on Mosaic's Enterprise Challenge Mentors, with over 90% of mentors stating that the experience improved their personal and professional skills.

For more details, contact Kim O'Reilly, Head of Operations, Mosaic.
Kim.O'reilly@bitc.org.uk

The students really enjoyed the project and described it as the most challenging but rewarding scheme they had taken part in. This was definitely aided by the mentors who made the whole experience very real for the students. It was refreshing to have people come in from the outside with the level of knowledge and experience, as well treating the students like adults. We will definitely be taking part next year and would strongly recommend other schools to as well." - Tom Martin, Head of Business Studies, Sidney Stringer Academy

Developing a Network of Alumni to Support Current Students – Enfield

Kingsmead School identified a need to provide career and education role models to its students, many of whom came from backgrounds where role models were not prevalent at home. They partnered with the charity Future First to build a network of former students in a range of careers from doctors and engineers to entrepreneurs and policemen. They re-engaged students who had left over the years and committed to never losing touch with a student again.

These alumni provided inspiration and career insights through assemblies and workshops and have since gone on to enhance core curriculum lessons and offer work experience placements.

Students met alumni working in everything from TV production to nursing and heard about how people who used to come to the school, and had some of the same teachers, got into the jobs they do today. They gave both boys and girls tangible guidance about the steps they could take to pursue a wide range of careers and inspiration that people like them can achieve amazing things, including non-traditional career options. Kingsmead also arranged career-specific workshops that any student could attend. These have included, for example, “So you want to be an Engineer” and “So you want to be a Writer”.

The school experienced increased belief among students that “people like them” can be successful and rising confidence that they will succeed in the world of work. Students also stated in evaluations that they want to work harder in school now as a result of hearing from alumni that worked hard at school and went on to be successful. The school has also experienced a widening range of post-16 destinations among its school leavers.

Kingsmead School is now using alumni to enhance the core curriculum by bringing alumni into lessons to show how subjects relate to the world of work, integrating careers guidance and inspiration into the school day.

The school has also already seen how this community will be sustainable over the next 10-15 years. A former student, who was himself inspired by an alumni workshop just last year when he was in Year 13, is about to return to share his experiences of studying medicine at a top UK university with GCSE and A-Level biology classes.

For more details, please contact Maroulla Richardson:

maroulla.richardson@kingsmead.org

“The alumni events show the students that if other Kingsmead pupils can go on to achieve incredible things, they can too and better still, they have someone available to ask what they need to do to get one step closer to their dream career.”

– Maroulla Richardson

Raising Awareness of Apprenticeship Opportunities – Woodham Academy, Newton Aycliffe, County Durham

Woodham Academy wished to raise students' awareness of the post-16 apprenticeships available with employers in the local business park, which comprises 250 businesses. Despite these employment opportunities, the proportion of students leaving the school at 16 to take up apprenticeships was low.

In 2012-13, Woodham Academy piloted an apprenticeship awareness programme for students in Year 9. Representatives from six local companies delivered presentations about their apprenticeship programmes to the pupils. Following a visit to the company, students worked with the companies to produce an advertising campaign to inform young people of apprenticeships within that company. Parents and members of the local business community were invited to a presentation evening, where a prize was awarded for the most effective presentation.

This year, Woodham Academy has successfully repeated the Apprenticeship Awareness Challenge. The school is also piloting a Workskills Project to target young people in Year 10 at risk of becoming NEET. Five students currently spend one day per week on work-based placements in a variety of settings.

The school has been pro-active in developing links with local businesses, using a designated link person to build strong relationships. They organised a Business Conference to increase employer understanding of education and to discuss how better to prepare young people for employment. An annual Careers Fair was held where apprenticeship opportunities were presented alongside further education.

The Workskills project resulted in an improvement in students' attendance and engagement with education. Early indications show the benefits of the Apprenticeship Awareness Challenge. The proportion of young people choosing apprenticeships has increased from 2.5% in 2009 to 7% in 2013, representing double the County Durham figure. More students are choosing GCSE engineering, increasing numbers of students are progressing to A level and there has been a reduction in young people NEET.

For more details, please contact Christine Forsyth, Headteacher
c.forsyth@woodham.org.uk

NHS Online Mentoring: Introducing young people in England to careers in the health service

The Department of Health is funding NHS Employers and mentoring charity Brightside to undertake a pilot programme that connects NHS staff mentors with young people. This pilot focuses on increasing young people's awareness of the vast range of clinical and non-clinical careers available in the NHS. The NHS Online Mentoring project aims to increase the motivation and attainment of Year 12 pupils and young people who are NEET, helping them to prepare for their future.

Brightside matched boys and girls from the North West of England, South London and Bristol, with volunteer mentors working in a range of departments within the NHS. Trained by Brightside, mentors were able to draw on their own experiences to provide personalised advice and support to mentees as they explored different career opportunities available to them. The mentoring took place through Brightside's online mentoring platform.

The second cohort expanded from the initial intake to recruit over 300 students from across England. The scheme has further expanded to include young people aged 18-24 who are NEET. Funding has now been secured from Department of Health to expand the project to 900 young people in the coming year.

Both mentees and mentors reported significant gains from the project - 75% had a better understanding about how they could get into a career in the NHS. Feedback from young people has been positive, with one commenting that 'It's increased my knowledge of the NHS and the jobs there, pushing me to work harder as I know that's what I want to do.' Mentors have been equally positive, with one saying that 'I felt I'd really made a difference and inspired (my mentee) to pursue medicine as a career.'

For more information please contact Nick Brown:

nick.brown@thebrightsidetrust.org

"I believe that young people are the lifeblood of any NHS organisation. Their new ideas, energy and skills are really appreciated and we're pleased they have new opportunities to find roles that are right for them". Elizabeth Eddy, Head of the Skills Team, NHS Employers

Working with employers, a Studio School Perspective: Da Vinci Studio School of Science and Engineering - Stevenage

Da Vinci Studio School of Science and Engineering opened in September 2012, offering a curriculum specialising in science, technology, engineering and maths. Access to good quality careers-related information, advice and guidance is central to the school's ethos.

Da Vinci has developed strong links with schools in its catchment area and offers a fully transparent, impartial advice and guidance programme, ensuring all of its students are exposed to and prepared for a broad range of end-destination options.

The school offers a "Readiness to Work" programme through which students learn about key areas of employability and are able to discover their own strengths and weaknesses and focus on securing suitable, relevant employment. Each student is assigned a personal coach who is there to give them first-hand insight into different routes into the working world, providing them with personalised support, training and advice on progression routes available to them.

Employers support the school by delivering master classes to students, mentoring students on projects, training school staff, providing guest speakers for events, delivering mock and real interviews, providing careers guidance and offering work placements and apprenticeships. For more information please see <http://science.davinci-school.co.uk/>.

Working with employers and universities, a University Technical College perspective: UTC Sheffield

UTC Sheffield opened in September 2013, offering specialist study in Advanced Engineering & Manufacturing and Creative & Digital Media, alongside core academic subjects for up to 600 students aged 14-19.

There is a high level of employer and university involvement in the preparation and delivery of the curriculum at UTC Sheffield. More than 40 employers back the UTC in a range of ways; e.g. by providing guaranteed recruitment interviews, sponsorship and work placements. UTC Sheffield has developed good links with schools in its catchment area and offers regular opportunities for potential applicants to see and experience what the UTC has to offer.

All students have access to personal tutors and mentors from Sheffield's two universities and supporting employers. All students are members of "Training Companies" which compete and collaborate on employer-led projects. Students value their access to employers which they feel enables them better to understand what working life is like. For more information please see <http://www.utcsheffield.org.uk/>

Frequently Asked Questions

Q: Isn't it expensive to meet the careers duty?

A: The careers duty can be met in a number of cost-effective ways. Schools can use free resources such as Inspiring the Future to engage employers, who can help with careers talks, fairs and visits to workplaces, all of which can inspire young people to think about their futures. When commissioning external support, schools can sometimes achieve economies of scale through collaboration with other providers. Although schools cannot rely solely on access to websites such as the National Careers Service to fulfil their duty, supervised sessions with pupils can be a cost-effective part of overall provision.

Q: How can schools in rural locations engage effectively with employers?

A: Schools in rural locations should consider engaging with local small and medium sized businesses. They provide a broad range of experiences and given the need for a more entrepreneurial economy, contact with both large and small companies can be valuable. There are also many initiatives available to schools that help facilitate partnerships with businesses, such as Business Class and Inspiring the Future. Business Class, for example, run by Business in the Community (BitC) provides a systematic framework for business to support young people facing social disadvantage by forming long-term partnerships with the schools those young people attend.

Q: The duty requires schools to secure independent careers guidance so does this mean schools should no longer employ an in-house careers adviser?

A: No. The duty ensures that in-house support is supplemented with external sources of careers guidance. These could include support from employers, mentors, coaches or careers advisers. Taken together, the external sources must provide information on the full range of education and training options and should include face-to-face support where needed. Schools can retain in-house careers advisers. In fact, it is helpful to ensure a member of staff within the school takes overall responsibility for advice and guidance. Feedback from businesses suggests that employers find it much easier to engage with schools where there is a named contact within newsletters or on the school's website.

Q: How can teachers advise pupils effectively? Are teachers expected to know about all the options open to pupils?

A: The duty sets no expectations for teachers to advise pupils. However teachers should know where to signpost pupils to for further support. A list of useful organisations is available at the end of this document. Teachers should also look for opportunities to embed inspiration into the curriculum or reinforce learning through contact with employers.

Q: Ofsted have said they will take greater account of the quality of careers guidance and of students' destinations in judging the effectiveness of a school's leadership and management, but how will they do this, given the short amount of time they are able to spend on each inspection?

A: Ofsted have a great deal of expertise in carrying out their inspections and making sound judgements on what they see. They are best placed to decide how they will organise their time in order to give sufficient focus to consideration of advice and guidance and students' destinations within the overall inspection.

Q: If schools choose to commission independent careers guidance services, how can they assure themselves of the quality of the provider?

A: The recognised national quality standard for information, advice and guidance (IAG) is the [matrix standard](#). If the provider is not accredited, the school can use the matrix quality statements as a guide to the quality of the careers services offered. Schools can view a [register of careers professionals](#) or search for a career development professional who can deliver a particular service or activity.

Ofsted's thematic review of careers guidance found some of the ineffective careers interviews they observed were led by qualified careers professionals. Schools should therefore ensure their own quality checks are in place, including feedback from pupils on the quality of provision.

Further sources of information

Key Government Documents

Careers guidance and inspiration in schools: statutory guidance

<https://www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools>

Careers inspiration vision statement

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

Careers guidance action plan <https://www.gov.uk/government/publications/careers-guidance-action-plan>

Ofsted's thematic review of careers guidance: *Going in the right direction? Careers guidance in schools from September 2012*, <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

Other Departmental advice and guidance

Securing Independent Careers Guidance- Guidance for General Further Education Colleges and Sixth Form Colleges:

<https://www.gov.uk/government/publications/securing-independent-careers-guidance>

Statutory guidance on duties relating to the participation of young people in education, employment or training:

<https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>

Non-statutory advice to help schools, colleges and other training providers deliver work experience as a part of 16-to-19 study programmes and traineeships for 16-to 23-year-olds:

<https://www.gov.uk/government/publications/post-16-work-experience-as-a-part-of-16-to-19-study-programmes>

Organisations and intermediaries helping to bring employers into the classroom

Business in the Community - <http://www.bitc.org.uk/issues/community/education-and-young-people>. The Business Class programme provides a framework for developing long term relationships between schools and businesses.

Career Academies UK - <http://www.careeracademies.org.uk/pages/about-us.html>. Helps raise young people's aspirations and bridge the gap between education and work by giving them access to real experience of the world of work.

Education and Employers Task Force – <http://www.educationandemployers.org/>. Supports effective partnerships between schools, colleges and employers to inspire young people.

Future First - <http://futurefirst.org.uk/>. Helps schools and colleges harness the experiences and skills of their former students through alumni communities.

Ideas Foundation – <http://ideasfoundation.org.uk/>. They have two key projects: 'I Am Creative' aims to teach 13-19 year olds about the creative industries and gives them an opportunity to have a go at answering a live creative brief from a global company; 'Incubate' brings specialist industries employers into the classroom to work intensively with young people on projects from across the Digital and Media communications sector.

Inspiring the Future – <http://www.inspiringthefuture.org/> and http://www.educationandemployers.org/media/16409/itf_guide.pdf. A free service across England with volunteers from all sectors and professions going into state secondary schools and colleges to talk about their jobs and sectors.

Mosaic - http://www.mosaicnetwork.co.uk/en_gb/portal. Inspires young people from deprived communities to realise their talents and potential.

Young Enterprise - www.young-enterprise.org.uk. A business and enterprise education charity, helping young people to learn about business and the world of work in the classroom, under the guidance of a network of volunteers from a range of companies.

Careers guidance and inspiration resources

5th Matrix – <http://www.youngchamber.com/5th-matrix>. A careers and networking platform which encourages young people to investigate and share careers ideas.

Growing Ambitions – <http://growingambitions.tes.co.uk/>. A bank of multimedia resources that can be downloaded and used in lessons to help students make informed choices about their future.

Icould – <http://icould.com/>. Careers information website.

Job Zoo - <http://www.jobzoo.co.uk/>. CV and careers resources

Matrix – <http://www.matrixstandard.com>. All providers of the National Careers Service are accredited to the matrix Standard. An online register of organisations accredited to the matrix Standard is available on the website.

National Careers Service - <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>. Provides information,

advice and guidance to help young people and adults make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers. Support available to young people via a website, helpline and webchat: <https://nationalcareersservice.direct.gov.uk> or telephone 0800 100 900.

Plotr – <http://www.plotr.co.uk/>. Online service which allows young people to explore careers and brings together opportunities in one place.

Skills to Succeed Academy -

<https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Home-SkillsToSucceedAcademy.aspx>. A free, highly interactive, on-line training programme designed specifically to help young people choose the right career for them, and build the key employability skills they need to find and keep a job.

The Skills Show - <http://www.theskillsshow.com/>. Responsible for the UK's largest skills and careers event at the NEC Birmingham.

Apprenticeship resources

National Apprenticeship Service – <http://www.apprenticeships.org.uk/>. Supports, funds and co-ordinates the delivery of Apprenticeships throughout England.

Your Guide to Apprenticeships - <http://www.ascl.org.uk/help-and-advice/help-and-advice.your-guide-to-apprenticeships.html>. Essential information and sources of further advice and support on apprenticeships.

Helping young people to build life skills

National Citizen Service – <https://nationalcitizenservice.direct.gov.uk/>. Opportunity open to all 16 & 17 year olds in England and Northern Ireland, to help build skills for work and life.

Prince's Trust - <http://www.princes-trust.org.uk/default.aspx> Change young lives by helping to develop key skills, confidence and motivation, enabling young people to move into work, education or training.

Higher education resources

Bestcourse4me – <http://www.bestcourse4me.com>. Provides information for pupils on wage returns to particular degrees and universities.

IntoUniversity - <http://www.intouniversity.org/>. Local learning centres offering an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.

Unistats - <http://unistats.direct.gov.uk/>. The official website for comparing UK higher education course data.

Which? University - <http://university.which.co.uk/>. Supports choice in HE.

Mentoring resources

Brightside - <http://www.thebrightsidetrust.org/> . A charity that helps young people access the education and career pathways they might not have believed were available to them.

Horsemouth – <http://www.horsemouth.co.uk/>. Social network for informal mentoring.

STEM (science, technology, engineering and maths) resources

Science and Engineering Ambassadors – www.stemnet.org.uk/content/STEM-ambassadors. Work with schools, colleges and STEM employers, to enable young people of all backgrounds and abilities to meet inspiring role models, understand real world applications of STEM subjects and experience hands-on STEM activities that motivate, inspire and bring learning and career opportunities to life.

The Big Bang Fair – <http://www.thebigbangfair.co.uk>. The largest science, technology, engineering and maths show for young people in the UK.

Tomorrow's Engineers – <http://www.tomorrowsengineers.org.uk>. Provides information and resources about careers available in engineering and run a schools programme to help inspire the next generation of engineers.

Work experience resources

UK Commission for Employment and Skills: 'Not just making tea: reinventing work experience' - <http://www.ukces.org.uk/assets/ukces/docs/publications/not-just-making-tea-guide.pdf>. A guide that explains just how important it is for businesses to inspire young people, busts some myths that have been putting employers off and gives advice on how to go about offering work experience.



Department
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