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National College
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Schools and academies

Leading careers education information advice and guidance (CEIAG) in secondary schools

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Resource

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Abstract

This report summarises the findings of a set of six case studies, undertaken during November 2010, which explored the effective leadership of careers education information advice and guidance (CEIAG) in a small sample of secondary schools in England.

The findings indicate that effective CEIAG is an extremely important component of school provision as it impacts upon students' aspirations, achievement and therefore potentially their life chances and social mobility. The report describes different curriculum models, with the integration of CEIAG across the curriculum as the preferred approach allied to a strong emphasis on partnership working. The leadership and management of CEIAG follow a distributed model with staff operating at a variety of levels to secure its development and implementation. There is significant evidence of this model combining the skills of both teaching and non-teaching staff. The importance of strategic vision, continuing professional development and monitoring and evaluation is highlighted as substantial. The report concludes with a set of key messages for both school leaders and policymakers.

Key messages

Key messages from the report are listed below in shortened form as a quick reference point for readers.

The project outcomes have been distilled into two sets of key messages, one for school leaders and one for policymakers.

For school leaders

1. **The centrality of vision:** At the heart of all of the models of effective practice explored was a strong vision for the way in which CEIAG can impact on the school. These visions were inclusive and influenced school culture.
2. **Curriculum integration:** Schools have implemented their vision in such a way that CEIAG is part of the curriculum, not a bolt-on. This integration has led to a better experience for students that in turn has led to increased attainment and aspiration.
3. **Using distributed leadership structures:** Leadership is evident at different levels. Many schools have successfully made use of non-teaching staff, who have been able to provide operational leadership of CEIAG without the pressures of having to teach.
4. **The role of continuing professional development:** Innovative ways of developing staff were used, both those with a specific responsibility and teachers in general. Solutions encompassed external qualifications and focused in-house provision that shared the skills and expertise of existing staff.
5. **Creative use of organisational structures:** Some schools have made changes to existing structures in order to increase the effectiveness of CEIAG delivery. These included actual or planned changes to the pastoral mode and/or reorganisation of the school week, such as collapsed timetable days.
6. **Impartiality:** There was evidence that offering advice and guidance was part of the moral purpose of school leadership, with staff putting to one side short-term allegiances in favour of protecting the long-term interests of students.
7. **Development of partnerships:** Schools made assiduous use of links with local industry, parents, governors and former students. They were outward-looking and saw partnership as a means of enhancing provision by linking it to the real world, and finding ways to increase resources and develop sustainable approaches.
8. **Monitoring and evaluation:** Developing robust structures for evaluating impact is at the heart of successful CEIAG, for example, demonstrating the significance of CEIAG by adopting the same monitoring and evaluation systems as apply to other curriculum areas. In some cases evaluation led to links being made between improvements in CEIAG with performance indicators such as the percentage of students gaining five A*-C grades at GCSE.

For policymakers

1. **Integrating new agencies:** These case studies have highlighted ways in which schools are developing robust CEIAG structures within their own contexts. The new all-age careers service has the potential to further enhance this provision, but care is required to avoid duplication and to ensure that schools and careers services complement one another.
2. **Training:** How can new agencies support and develop the training that is already taking place within schools? Could a review of accreditation or targeted information about the needs of the local labour force play a part in further strengthening CEIAG delivery within schools?
3. **Impact:** Measuring impact is a continuing challenge for all concerned in advice and guidance. Further research into strategies to evaluate the effectiveness of the advice and guidance that are offered by schools and other agencies should now be a priority. Through this strategy, policymakers can ensure that provision continues to be targeted and relevant.

1. Introduction

The aim of this research project was to draw together examples of effective practice in careers education information advice and guidance (CEIAG) and its leadership. In an emerging national context, schools are looking for examples of ways in which they can provide high-quality advice and guidance to their students. By drawing together these case studies, the National College is seeking to help school leaders by providing practical strategies that have already been successfully developed in a range of different schools.

The research was carried out by six National College research associates who were themselves school leaders. Each case study sought to explore:

- the ways in which school leaders have developed a vision and a culture that promotes CEIAG across the school
- successful models developed by schools to deliver advice and guidance
- the range of staff involved in the leadership, development and implementation of CEIAG and their partnerships with external groups
- the role of continuing professional development in supporting CEIAG
- ways in which the impact of CEIAG can be effectively monitored and evaluated

The six schools selected for the study demonstrated strengths in the areas above and had strong external validation of their practice. When researchers visited these schools, they spoke to a range of key contributors including:

- headteacher
- member of the senior leadership team closely linked to CEIAG
- careers lead within the school
- students
- governors (when available)

The research study took place against the background of a national reassessment of how CEIAG can be delivered most effectively. The National College's publication [Impartial careers education: effective leadership of information advice and guidance](#) (2009) states that 'Old models of careers education and guidance no longer work' (National College, 2009:4). Even in the space of just over a year, that phrase has taken on a new meaning, as tighter budgets and new national priorities lead to a reassessment of practice. Hence, whilst as in 2009 a vision for CEIAG continues to lie at the heart of all that is done, other elements such as the role of external agencies now need to be re-evaluated.

In a recent speech to the Institute of Careers Guidance annual conference, Minister of State for Further Education, Skills and Lifelong Learning, John Hayes MP, highlighted the crucial role that schools play in offering advice and support:

Individual schools and colleges know their own learners and are better placed to assess their needs than anyone else. So it follows that on them must fall the responsibility for ensuring that all learners get the best advice and guidance possible.

Hayes, 2010

The pages that follow seek to exemplify some of the ways in which schools can respond to this advice and, in partnership with agencies such as the new all-age careers service, offer their students ‘the best advice and guidance possible’.

The summary findings of the research project are detailed in the following sections, each of which considers the leadership dimensions of its focus:

- vision
- vision into practice
- leadership structures and approaches
- continuing professional development
- monitoring and evaluation

2. Vision

2.1 Vision at different levels

The vision for CEIAG and its strategic development within each school were considered, developed and implemented at different levels of leadership and management. These levels included leaders and managers such as headteachers, governors, senior leadership team (SLT) members, middle leaders and other staff, eg non-teaching staff with responsibility for the leadership and management of CEIAG. These people frequently worked with one another to realise their school's vision through strategy development and its implementation; for example a deputy headteacher and governor worked closely together in one school to develop strategy.

In some schools the vision was established at the top with the headteacher, governors and senior leaders playing a substantial role in setting the vision. However, within the distributed models adopted by the schools, there was strong evidence of bottom-up leadership of initiatives, which added value to the realisation of the vision and enriched CEIAG provision.

At whichever level it was developed, implemented and communicated, the importance of CEIAG was central to each school's vision. Its status was high because its potential influence on students' futures was substantial and schools spoke of placing the student at the heart of CEIAG design in ensuring that students were:

- well informed and enabled to understand and make choices
- well equipped for their next steps, whether that was in the workplace or continued education

There was consequently a strong moral imperative behind the status that CEIAG was afforded.

CEIAG visions were developed in response to a range of drivers underpinned by core principles and values, and key approaches were used to help turn the visions into reality.

2.2 Drivers of vision

Several drivers for the schools' different visions were found. These were largely influenced by the school's context, thus a context of significant social deprivation led to a CEIAG vision centred on raising aspirations and achievement so as to improve students' life chances and raise social mobility. The drivers listed below were in many cases found in combination in a single school and included:

- **raising aspirations**
- **raising achievement**
- **specialist status**
- **partnership development**
- **outcomes of self-evaluation**
- **curriculum review**
- **ensuring current and future relevance of CEIAG within a changing world of work**

2.3 Principles and values

Such drivers were, importantly, underpinned by the principles and values held by leaders and managers which were, in turn, influential in terms of a school's culture and ethos. These included holistic ideals such as:

- **inclusion**
- **entitlement**
- **equity**

These values supported views such as the principle that all students, regardless of ability, ethnicity or other personal characteristics, should receive relevant, helpful careers education and impartial guidance.

2.4 Approaches employed

In turn, these drivers, underpinned by principles and values, meant that certain approaches were employed to help turn the vision into practice. In many cases they formed part of the vision. For example, partnership working was in many cases part of the school's CEIAG vision as well as an important means of securing effective curriculum provision.

The approaches identified across the schools included:

- **partnership development**
- **community involvement**
- **student engagement**
- **distributed leadership and responsibility**
- **continuing professional development**

In combination, these drivers, principles, values and approaches created the schools' CEIAG provision and the culture and ethos that supported its implementation and continued development.

At Swanlea School, for example, there was a strong vision for raising aspirations and achievement through partnerships. Its provision included alumni students returning to school to talk to current students about what they had achieved in the business or academic world to date. This role-modelling approach served to raise aspirations as students were inspired by what could be achieved with effort. The school considers that its increase in GCSE attainment in the past five years is in no small part attributable to a CEIAG programme that aims to raise aspirations and motivate its students to work hard towards realising these, and of which its use of alumni is one part.

3. Vision into practice

The drivers highlighted above impacted significantly on the CEIAG offer in each school. Central aspects of the schools' different visions were:

- **a more integrated CEIAG offer**
- **raising aspirations**
- **raising achievement**
- **impartial guidance**
- **partnership working**

These are outlined in the following sections.

3.1 A more integrated CEIAG offer

Most of the schools held a vision for CEIAG as integral to the curriculum rather than a bolt-on. This was largely based on wanting to make it meaningful and relevant to students throughout their curriculum experience. In some cases, this followed a review of the curriculum which highlighted the need for such integration and served as a catalyst for redesign. The way in which integration was realised varied across the schools but examples of this approach were as follows:

- At both Norbury Manor Business and Enterprise College and Swanlea School, specialist status in business and enterprise influenced visions that focused on ensuring the curriculum offer was enriched through partnerships with business, the local community and further and higher education institutions. In both schools:
 - **CEIAG was integrated and embedded within different curriculum areas so that there was whole-school responsibility for its curricular inclusion**
 - **careers advice was addressed within personal social health and citizenship education (PSHCE) lessons by form tutors**
 - **additional collapsed timetable days (super learning days and deep learning days respectively) provided students with enriched opportunities to engage in CEIAG-related themes and activities**
- At Sharnbrook Upper School, CEIAG was similarly integrated with PSHCE and within different subjects as well as being delivered through its vertical tutor group system. It did not use a prescribed scheme of work but instead responded flexibly to weekly subject planning. The school similarly has collapsed timetable days (focus days) targeted at specific CEIAG events or aspects and supported through vertical tutor time.
- At The Marches School and Technology College, a personal development programme, inclusive of CEIAG, combines: citizenship, PSHCE, careers education and aspects of learn to learn throughout Years 7-11, linking with the core curriculum:

The school wanted CEIAG that was part of the curriculum, not an 'add on' to the curriculum.

Curriculum assistant headteacher, The Marches School and Technology College

- Similarly, at Farmor's School, what was described as an 'ad-hoc set of days and events' was 'pulled together into a coherent programme supported by PSHCE lessons aimed at extending and consolidating learning' (Lead, SLT, Farmor's School).

-
- Grange Technology College’s review of CEIAG provision led to a wraparound philosophy for provision which included subject teachers taking responsibility for relating schemes of work to the real world of life and work beyond school.

3.2 Raising aspirations

The vision for some schools was for CEIAG to be a key means of inspiring students and raising their aspirations. Different approaches were taken to achieve this including the following:

- At Swanlea School, members of an alumni association provided talks, presentations and mentoring services with the aim of helping students gain university places, employment or start-up businesses. Students appreciated these role models:

Lots of people want to be entrepreneurs or go to university and we know it is possible because ex-students come in and tell us what they did

Student, Swanlea School

- Also at Swanlea School, partnerships with businesses, entrepreneurs, academic institutions and community organisations enabled students to hear from, visit and be mentored by a wide range of adults which served to increase aspirations.
- Partnerships with business and the local community also played a key role in raising aspirations for students at Norbury College:

All the time we are looking for partners who will inspire students and make real connections with the college

Headteacher, Norbury College

- Raising aspirations was also seen as an area in which schools needed to engage with parents so that they were both well informed and invited to participate as important contributors to their child’s future decision-making and eventual economic wellbeing. At Grange Technology College, meetings with students and parents to review progress and sending home information about the currency of level 2 qualifications have been part of this engagement, but the headteacher is keen to develop this quality of engagement further.
- Two schools also mentioned use of the Aim Higher scheme as integral to their efforts in raising aspirations.

3.3 Raising achievement

Linked to raising aspirations was a vision related to raising achievement. **Enabling students to see what they could achieve was a powerful incentive for effort with their studies.** Allied to this was an emphasis on monitoring students’ progress so that they were supported in staying on their programmes and maintaining their motivation. If required, intervention work was planned and implemented to ensure students were adequately supported.

Aspirations had influenced achievement in the schools’ views, with Swanlea School seeing effective CEIAG as directly impacting on its overall GCSE pass rate, which went from 40 per cent of students with 5 grades A*-C in 2005 to 75 per cent in 2010.

3.4 Impartial guidance

A vision for making impartial careers guidance available to students and for all staff to be confident in offering this at an appropriate level, or knowing when and to whom to refer it, was also an important feature of CEIAG provision. Examples included the following:

- At Grange Technology College, CEIAG was portrayed as a wraparound offer founded on high-quality dialogue between students and those supporting them. Members of the designated citizenship/ PSHCE team meet one to one with students, who are also supported by their tutors, subject staff and personal advisers from Prospects (formerly Connexions). The emphasis was on **providing students with information and guidance that equips them to make appropriate choices for themselves rather than being steered towards certain options.**
- At Farmor's School, **provision seeks not to direct students towards academic or vocational pathways but to educate them in what each course can lead to in terms of continued education and/or subsequent careers.** An emphasis is placed on telling students where the most suitable courses are, regardless of which institution offers it.

3.5 Partnership working

Central to much CEIAG work is the role that partnerships play in providing students with opportunities to learn with and from others. **Partnerships with businesses, entrepreneurs, community organisations and further and higher education institutions, as well as with past students in one instance, provided a rich, diverse and real-life focused CEIAG offer.**

Schools were outward-looking in seeking partnership arrangements and were conscious that links at a range of levels would enrich and augment their work. Partnerships with other local providers such as further education (FE) colleges enabled schools to offer curriculum pathways appropriate to students' needs. Partnerships were also sought with students and parents to ensure each was able to review academic progress, make informed choices and be aspirational in their outlook.

Partnerships between students were realised within the vertical tutoring system employed at Sharnbrook Upper School where peer mentoring within tutor group sessions enabled students to learn from older peers about, for example, the choices available to them. Grange Technology College was in the process of moving towards a vertical tutoring model to generate its desire for high-quality dialogue and hopes that these peer discussions will empower its students to have similar discussions at home about their choices, aspirations and what is required for their fulfilment.

4. Leadership structures and approaches

In order to establish CEIAG practices that would realise the vision and embed the desired cultures, schools created leadership structures that would support the strategic and operational approaches required. Key themes that emerged in this area were:

- **establishing effective leadership structures**
- **governance**
- **leading change**
- **developing systems**

4.1 Establishing effective leadership structures

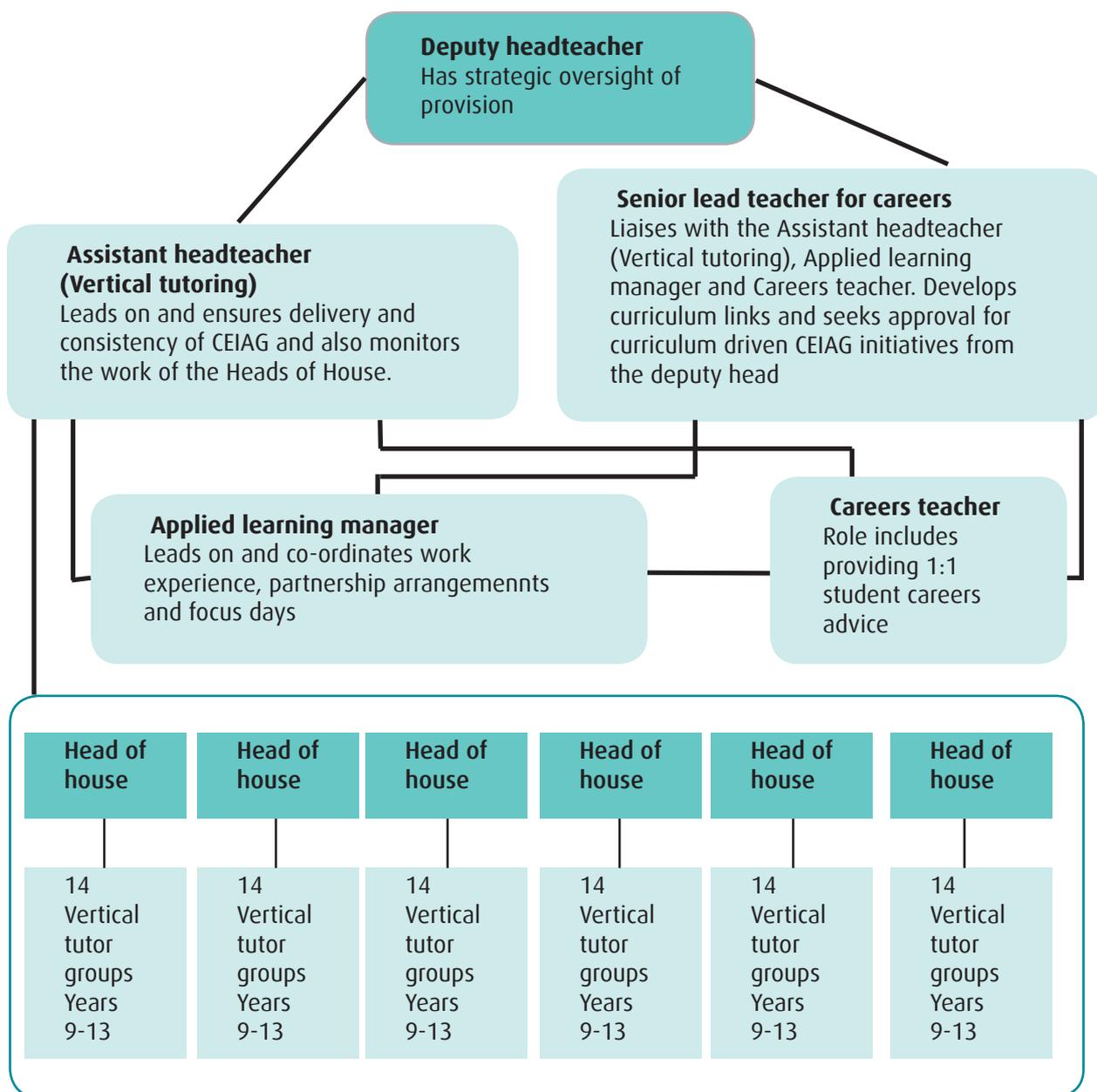
Schools developed distributed approaches to leadership and management to serve the following purposes:

- **ensuring that form met function:** structures supporting the vision and helping establish practices
- **widening responsibility and accountability:** for leadership, management and implementation
- **embedding culture and ethos:** ‘the way we do things around here’, for example, through SLT support, direction and oversight, team-based approaches and communication of corporate responsibility

School leaders strategically determined key roles for leading and managing CEIAG, taking into account their contextual needs and issues of required capacity. In a number of cases, schools used the impetus of workforce reform to recruit staff to non-teaching roles, mostly from previous support roles they held within the school and which therefore involved a degree of talent-spotting. In each case, leadership was distributed and there was SLT input to, and/or line management for, CEIAG’s development which provided support and added influence to the development of initiatives. Some of the structures deployed are described below:

- At Farmor’s School, CEIAG was led by an assistant headteacher (as careers lead) but **all SLT members were viewed as responsible for CEIAG’s strategic development, with implementation responsibilities cascaded to staff, and supporting an ethos of collective responsibility.**
- The assistant head of Grange Technology College led CEIAG, supported by a designated careers lead. As at Farmor’s School, the SLT had a strategic role to play as CEIAG was ‘fairly constantly on [its] radar’ (Headteacher, Grange Technology College). The college held meetings with single-item agendas and CEIAG is located at the centre of its three responsibility areas: workforce, provision, and outcomes and students.
- At Swanlea School, CEIAG was led strategically by a deputy headteacher. Part of the strategy for CEIAG was to create a structure in which this position was supported by two complementary, non-teaching, co-ordinator roles:
 - **a business and enterprise co-ordinator responsible for business partnership links, mentoring programmes, development and delivery of super learning days and the creation of development plans and progress reports on these**
 - **a careers co-ordinator responsible mainly for the alumni association, work-placement programme and providing one-to-one careers advice**
- At Sharnbrook Upper School, the structure (Figure 1) significantly links vertical tutoring and CEIAG and shows how staff at different levels have responsibility for its delivery. Both the applied learning manager and careers adviser had support roles which have built upon these staff members’ prior experience within the school.

Figure 1: Structure of CEIAG at Sharnbrook Upper School



- Recruiting a support staff member to a key role was also a strategy used at The Marches School. The school’s vision was to develop external partnerships which at the time were underused. The SLT wished to appoint someone with a business background as careers lead. This appointment led to some restructuring, with line management changing from the business manager to the curriculum assistant headteacher and the inclusion of the new role in the curriculum team, as the new recruit would have a direct influence on teaching and learning. This in turn helped raise the status of CEIAG which had been a key part of the school’s vision.

Example: The Marches School and Technology College

Following workforce reform, the college made a decision to change the careers lead to a non-teaching post. There needed to be a degree of risk-taking in the recruitment process as the college was looking for neither a traditional support employee nor a teacher. It was decided that the school needed someone with a business background who could forge external partnerships which were at that time underused, and who had the potential to learn how to work with young people.

During the interviews, the school concentrated on adaptable skills such as communication, research and management. As well as a formal interview, candidates were asked to lead a discussion with a group of students. The college had a four-year plan, recognising that any candidate would need training for the post and therefore was happy to look for someone with potential rather than the ability to do the job immediately.

- Similarly, at Norbury, the non-teaching position of 14-19 development officer who leads and manages CEIAG was one that led on from a previous role in which the postholder supported the applied learning specialism by creating business and community links. As in other schools, this role is line managed by the deputy headteacher responsible for curriculum and, in this case, the school's specialisms.

Where non-teaching roles were created, reasons cited for doing so included:

- **building on individuals' prior experience**
- **providing role flexibility benefits**, for example non-teaching staff were able to meet and respond to queries from partners, other key non-teaching staff and support students one to one during the school day
- **creating a different role emphasis to secure improvements in a certain area**, such as improving links with business

Schools ensured that team-based structures and line-management responsibilities gave clear lines of accountability and support.

4.2 Governance

The role of governance in the development of CEIAG was most evident in two business and enterprise schools where governors worked closely with senior leaders to determine strategic direction. At Swanlea School, governors with curriculum and community responsibilities were closely involved in both the development and operational delivery of, for example, super learning days, and also acted as student mentors.

Both Swanlea School and Norbury College had key governors who were very well connected in the immediate business community and who brought a wealth of knowledge and connections to assist the schools both strategically and operationally. In the former, this was one particular governor and in the latter a small group of governors.

4.3 Leading change

Leading change was always based on some form of self-evaluation, approaches to which included:

- **analysis of audit processes**, for example using school-generated data from questionnaires
- **discussion at a senior level**, for example related to curriculum review
- **research into and comparison with other schools' approaches**

As part of their distributive models, a number of schools deployed teams to lead change. Sometimes these were used for the duration of the activity and then disbanded; in other cases the models were sustained. The following team-based examples were found:

- At Farmor’s School, self-evaluation prompted a review of existing provision. A working party was formed with a remit to turn the SLT’s vision into practice and undertake a wholesale review of CEIAG. This party comprised the SLT, careers lead and other interested staff such as heads of year.
- Similarly, at The Marches School, a successful whole-school curriculum review prompted the creation of a school improvement group to review and revise CEIAG provision so that it was more integrated within the new model and had greater relevance for students. Staff volunteered to be group members and linked existing curriculum areas to devise a personal development programme, inclusive of CEIAG. As well as using this team-based approach, the school improved the status of CEIAG through a set of key actions including:
 - **appointing a non-teaching careers lead as a member of the curriculum team**
 - **investing in the careers lead’s professional development and providing fortnightly formal meeting time with both the subject leader of citizenship and curriculum assistant head, as well as informal meetings**
 - **giving the careers lead autonomy to develop stronger external partnerships, write a centralised programme of study and lead in-service training (Inset) days for tutors**
 - **deploying senior leaders and pastoral leaders to teach this revised programme**
 - **applying the same rigour of evaluation systems to CEIAG as were used in the core curriculum subjects**
 - **applying for and gaining Investors in Careers status**
- Grange Technology College questioned existing CEIAG provision in view of a recent curriculum review. The assistant headteacher initially researched practice in other schools and conducted a review with the SLT and a school improvement activity group (SIAG) using the previous government’s IAG standards as a starting point. This led to the creation of a wraparound approach to provision which was articulated in two subsequent whole-staff training days, and which gave CEIAG a central emphasis within the school.

The distributed leadership models adopted also enabled those responsible for CEIAG’s leadership and management to develop provision outside team-based approaches, although these were cited less often:

- **The senior lead careers teacher at Sharnbrook developed the focus day concept from previous cross-curricular models of working.**
- **The careers co-ordinator at Swanlea School used informal visits from previous students as a catalyst for developing an increasingly active alumni association.**

For the 14-19 development officer at Norbury College, working in a climate of trust, autonomy and with the support of a deputy headteacher as line manager, were important factors in enabling her to develop ideas into improved provision.

Leading change at Swanlea School was initiated through countering, after an audit of staff perceptions, staff concerns about the business aspect of its specialist status and its relevance to other curriculum areas. The school instead focused staff’s attention on the enterprise element of this, engaging them in establishing a whole-school understanding of what this might comprise. Two Inset days were used to enable cross-curricular groups of staff to visit a range of businesses and organisations to discover what ‘enterprise’ means for the school, faculties and the curriculum. This led to the creation of an agreed pedagogy for enterprise learning which, in turn, helped to embed CEIAG in the curriculum.

A similar approach was adopted at Norbury College where staff used an Inset day to visit a workplace and develop links with industry. This has influenced the school’s provision, helping staff consider how such links might be used.

For all the examples in this section, the development of practice that aligned with the vision, culture and ethos of the individual school was the underpinning principle. The approaches used to make it happen, whether largely individual or team-based, were then determined to ensure change would be effective.

4.4 Developing systems

Each school studied had a range of teams that supported CEIAG and the systems that assist its delivery. The approaches used focused on form meeting function.

At Grange Technology College, **a whole-school structure of teams supported the development of CEIAG as its importance affected and was affected by different areas**. For example, inclusion in a school improvement activity group enabled its open membership to review aspects of the school's work, including CEIAG, and contributed to the development of the high-quality dialogue at the core of its provision. Involvement in the COBRA group, which focuses on students' progress and included members of the SLT, year directors and other personnel such as the Aim Higher co-ordinator, allowed the CEIAG assistant head and careers lead to collaborate on student-centred matters:

Often, IAG (or rather than absence of it) is the crucial factor or key element when things are not quite right.

Headteacher, Grange Technology College

This quote reflects how the headteacher perceives IAG as central to the school's efforts to ensure that provision meets students' needs and supports their achievement. This multi-team approach aided communication around CEIAG and the focus on high-quality dialogue with students at the centre of the school's provision. Placing CEIAG more towards the centre of the curriculum through integrated approaches meant that there was enhanced collaborative working in a number of cases. These collaborative approaches again reinforced cultural messages about CEIAG being the subject of wider responsibility and accountability:

There are lots of people who network around it and no one saying it's not my job.

Headteacher, Grange Technology College

Communication systems were important in keeping staff abreast of developments and events, as well as supporting the ethos of collective responsibility. For example, at Farmor's School, whilst Year 9 tutors are provided with detailed information about Key Stage 4 options, this information in overview form is also provided to other staff.

5. Continuing professional development

The role played by continuing professional development (CPD) in CEIAG's development and implementation was identified at two main levels, namely:

- CPD for those leading and managing CEIAG
- CPD for those delivering CEIAG

5.1 CPD for those leading and managing CEIAG

Where schools invested significantly in CPD for those leading and managing CEIAG, there was a consciousness that they needed to be outward-facing and aware of developments in this area as well as supported in their roles, so that they, and consequently the school's offer to students, would benefit from this investment. Some of the schools were designated training schools with well-established CPD cultures. Examples included:

- **studying for formal qualifications (cited in three training schools):**
 - The 14-19 development officer at Norbury College engaged in a part-funded Master's programme with a focus on partnership working and applied learning.
 - The careers lead at The Marches School and Technology College has completed a postgraduate certificate of careers information advice and guidance.
 - The careers adviser at Sharnbrook School has completed an NVQ at level 4 in IAG which is joint-funded by the school and the borough council.
- **attending local and national careers conferences**
- **membership of CEIAG-focused networks eg:**
 - one organised by CfBT Education Trust for careers education staff
 - a locally hosted network of CEIAG staff in other schools and Connexions officers
 - a local collaborative forum for careers leaders
 - **participating in co-coaching sessions as part of an offer for staff across the school in triads at Grange Technology College, as outlined in the 'Leading change' section above, researching the practice of other schools in order to consider future steps**

CPD could also be interpreted as the different means through which leaders and managers engaged in activities that enhanced their skills, knowledge and understanding, for example by leading teams, delivering Inset, and liaising with partners to design and deliver CEIAG-oriented days for students.

5.2 CPD for those delivering CEIAG

Developing the skills, knowledge and understanding of those leading and managing CEIAG contributed to their being able to play a key role in providing CPD for those delivering CEIAG to students. There were examples of training and development activities that served to raise staff awareness, develop their skills and knowledge and embed the cultural message that CEIAG was the shared responsibility of staff across the school. CPD included the following:

- For teachers new to Sharnbrook Upper School, a full day's training is provided by the assistant headteacher for vertical tutoring as this is an integral and essential component of its CEIAG provision. Vertical tutoring is also linked to performance management.

-
- Also at Sharnbrook School, fortnightly house meetings enable heads of house to discuss issues related to CEIAG with tutors, and identify any additional training required which the former will take responsibility for arranging. An example of this was the applied learning manager leading a training session for tutors on giving students impartial careers advice. In addition, new tutors may be partnered with a more experienced colleague. Staff meetings are held in relation to focus days by those leading them.
 - A careers lead led Inset days for staff and tutors in areas such as matching qualifications with careers and opening up career pathways during conversations with young people.
 - A range of Inset days was provided by heads of year, SLT members or the careers lead, as appropriate, on providing students with impartial advice.

CPD was also implicitly evident in the fact that in **staff were involved in the design and delivery of CEIAG-oriented event days, curriculum design and delivery** as part of an integrated curriculum offer and also as members of teams considering CEIAG and its implications for students. Participation and engagement in these activities would, it could be argued, serve to enhance skills, knowledge and understanding.

6. Monitoring and evaluation

Monitoring and evaluation of CEIAG in the schools studied related to three areas:

1. **monitoring and evaluating the effectiveness of provision**
2. **reviewing existing provision to improve it further**
3. **assessing the overall impact of provision**

These are not mutually exclusive as, for example, evaluating the effectiveness of provision will influence a review of provision. Table 1 lists examples of practice taken from across the schools and identifies to which of the three areas listed above they contribute the most. Schools used a combination of quantitative data (such as GCSE pass rates) and qualitative data (such as student interviews) to monitor and evaluate effectiveness and impact.

Table 1: Examples of practice in monitoring and evaluation

Examples of practice	Reviewing existing provision	Monitoring and evaluating the effectiveness of provision	Assessing the overall impact of provision
Using student data to identify those needing additional support, including intervention programmes where necessary	X	X	
Using student evaluations of the CEIAG programme eg: <ul style="list-style-type: none"> • feedback questionnaires on key milestone events such as option evenings or CEIAG event days • student interviews and discussions • work-experience evaluation essays • audit of students' perceptions in all year groups on: <ul style="list-style-type: none"> • what was successful • what they wanted more of • what they felt would benefit the college/school 	X	X	X
Using parental questionnaires eg: <ul style="list-style-type: none"> • at parents' evenings and/or options evenings • as part of regular parent surveys 	X	X	X
Using staff evaluations, eg questionnaires sent by applied learning manager	X		

Lesson observations by: <ul style="list-style-type: none"> heads of department head of the citizenship curriculum SLT, middle leaders and 14-19 development officer to assess impact of CEIAG within subjects, including learning walks 	X	X	
Lesson planning scrutiny by heads of department		X	
Work scrutiny by: <ul style="list-style-type: none"> focus day project leaders monitoring student responses in focus day booklets as part of a quality assurance exercise CEIAG leaders 	X	X	
Department evaluations	X	X	
Using student outcomes data as a measure of programme influence and success, eg: <ul style="list-style-type: none"> percentage of students attaining five A*-C grades at GCSE percentage of students achieving NCFE level 2 developing enterprise capabilities qualification at Year 9 attendance rates exclusion rates UCAS application success rates not in education, employment or training (NEET) data previous student tracking data through questionnaires sent to home address 			X
Use of external accreditation eg Investors in Careers	X	X	X
Ofsted inspection			X

Monitoring and evaluation processes were prioritised on:

- **student achievement** so that individual needs were being appropriately met through regular review of student progress using the available data and taking action as required to support and adjust provision to raise achievement
- **ensuring effective delivery** by those responsible for this such as form tutors
- **shaping future provision** by ongoing or periodic review using a range of data to inform this
- **establishing overall impact** by applying broad-based measures which included making use of attitudinal data as well as hard data such as NEET statistics and GCSE performance data

There was evidence of a strong emphasis on continuous improvement fuelled by monitoring and evaluation.

Example: Norbury Manor Business and Enterprise College

The development officer has created an audit which she uses to tailor the CEIAG offer. This audit is completed by each student in each year group and they are asked to identify what they felt was successful, what they wanted more of and what they felt would benefit the college. Once the data is collated, speakers and workshops are prioritised according to this feedback. The ethos of high expectations is a powerful tool in shaping provision. For instance, the development officer talked about some of the projects that the students had evaluated as excellent and in response to this states, 'We know aspects are brilliant but we want to make them even better... we are always searching for what we can do next to ensure sustained improvement'.

Making the monitoring and evaluation systems the same as other core curriculum subjects was a key strategy used at The Marches School and this has ensured greater rigour in this area.

In terms of impact, schools identified attitudinal outcomes as well as impact measures such as very low or even 0 per cent NEET statistics and improved GCSE results. Certainly a number of schools identified that CEIAG provision had affected student aspirations positively, while students' responses in interviews supported this claim.

7. Next steps

The schools identified the next steps they planned to take, some of which they saw as areas for improvement and others as ongoing or future challenges.

7.1 CPD

Some schools identified CPD as an area for development, even if they had already undertaken work in this area because they considered it was crucial to ensuring CEIAG was relevant and current, that practice was consistent, and the advice given was impartial. They cited development areas as:

- **increasing in-house capacity** by supporting key CEIAG staff in achieving careers adviser qualifications
- **further developing in-house training and development** by drawing on the expertise of existing staff in the light of anticipated reduced budgets
- **training on giving impartial advice** 'so we are not driven by our own agendas and interpretation of particular students we know' (Assistant headteacher, Sharnbrook Upper School)
- **ensuring that staff are aware of the different pathways and options available to students:** 'In doing this we will need to constantly upgrade the CEIAG support we offer both in terms of CPD for staff and outcomes for students to reflect the evolving curriculum offer - with choice comes responsibility and CEIAG must reflect this' (Lead, SLT, Farmor's School)
- **providing training and support for staff** as part of a planned transition to vertical tutoring across the school

7.2 Monitoring and evaluation

As with CPD, a number of schools recognised that monitoring and evaluation of CEIAG was an area for continued development. Most schools employed a range of strategies to inform them of how well their provision was meeting students' needs and to assess its quality but this was more robust in some than in others. Potential strategies that schools highlighted as next steps included:

- **using external accreditation** as a lever for increased robustness
- **making greater use of student voice** eg on their decision-making about post-school destinations and the school's effectiveness in supporting these
- **appointing a link governor to CEIAG** as in other subject areas
- **making greater use of the alumni association to ascertain** past students' employment or study pathways

7.3 Partnerships

Some schools reported that further work was needed in relation to partnership working as it related to creating links with other providers in the area. At the same time, it was recognised that substantial work had already been undertaken in this which had helped reduce barriers and improve trust between potentially competing organisations.

Partnerships were also seen as an investment in the future and as ensuring sustainability. There was evidence of schools being very proactive in pursuing partnerships that could add value and capacity. This they considered would also aid the sustainability of provision at a time when budget cuts were anticipated.

For example, the careers lead at The Marches School would start conversations with potential partners with 'What can we do for you?' rather than 'What you can do for us?', often visiting employers at their offices. This brought dividends.

7.4 Meeting future needs

Some schools saw keeping abreast of developments in the world of work as potentially challenging as it required awareness of the current and emerging job markets for students. Schools that had close working relationships with members of the business community saw this as less of a challenge as they had people in the field who could update them on developments. This reduced the amount of personal investment they had to make and made effective use of partnership arrangements.

7.5 Sustainability

Sustainability was perceived by some schools to be a potential difficulty in the light of budget cuts. Schools that had invested in CEIAG significantly in terms of time and resources could see the benefits of this provision and were committed to prioritising resources in the future. Strong partnership links (for example with business) were seen as the way forward in this area. In addition, sustainability was supported by the way it was embedded within the curriculum and day-to-day running of the schools.

Schools also invested in capacity-building through distributed models of leadership and the involvement of staff at a range of levels in contributing to the development, implementation, and monitoring and evaluation of CEIAG. This inclusivity has meant that CEIAG was more embedded than previously and that there was enhanced capacity to sustain approaches used:

When [staff] move on, you have this group of people who have expertise and experience so we have succession planning built into the CEIAG model. It's not just one person or a group planning and delivering it. Strength lies in the integrated approach to planning and delivery of CEIAG.

Senior lead: careers, Sharnbrook Upper School

At Norbury College, the school was also proactive in appointing staff with skills and experience to bring to this area. For example, one of its learning mentors used to work for Connexions.

8. Key messages

The project outcomes have been distilled into two sets of key messages, one for school leaders and one for policymakers.

8.1 For school leaders

1. **The centrality of vision:** At the heart of all the models of effective practice explored has been a strong vision for the way in which CEIAG can impact on the school. The comment of one headteacher that 'We believe successful, creative life-long learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage' is indicative of the vision that underlies each case study school. At its best, such a vision influences school culture, meaning that the entire 'way we do things around here' is influenced by a desire to prepare young people for this life-long journey of self-discovery.
2. **Curriculum integration:** All the case study schools have implemented their vision in such a way that CEIAG is, in the words of one deputy headteacher 'part of the curriculum, not an add-on'. The resulting integration has led to an improved quality of experience for students that in turn has led to evidence of increased attainment and aspiration.
3. **Using distributed leadership structures:** Many schools have successfully made use of non-teaching staff, who have been able to provide operational leadership of CEIAG without the pressures of having to teach a class. In some cases they brought with them experience from industry which has been a continuing asset to the school. Other strategies have also been employed for distributing leadership, such as making use of different members of the SLT and drawing on the support of governors.
4. **The role of continuing professional development:** The case studies have highlighted innovative ways to develop staff, both those with a specific responsibility and teachers in general (who are the people students are most likely to approach for advice and guidance). Solutions encompassed both external qualifications and focused in-house provision that shared the skills and expertise of existing staff.
5. **Creative use of organisational structures:** Several case study schools have made changes to existing structures in order to increase the effectiveness of CEIAG delivery. In some cases they have changed or planned to change their pastoral model to vertical tutoring, since this mirrors the structure of an extended family, enabling older students to provide guidance and support to younger peers. Other changes to the normal organisation of the school week, such as collapsing the timetable for a day in order to support intensive delivery of a specific theme, have also been highly effective.
6. **Impartiality:** To realise their vision of offering impartial advice, schools adopted strategies such as encouraging all staff to take part in high-quality dialogue with students, advising learners on the most suitable course for them regardless of location. The case studies demonstrate that offering advice and guidance was part of the moral purpose of school leadership, with staff putting to one side short-term allegiances in favour of protecting the long-term interests of students.
7. **Development of partnerships:** These studies include many examples of schools making assiduous use of links with local industry, parents, governors and former students. They were outward-looking and saw partnerships as a means of enhancing provision, linking it to the real world, increasing resources and developing sustainable approaches.
8. **Monitoring and evaluation:** The case studies demonstrate that developing robust structures for evaluating impact are at the heart of successful CEIAG, for example, in demonstrating the significance attached to CEIAG by adopting the same monitoring and evaluation systems as those applied to other curriculum areas. Careful self-evaluation was linked with ensuring effective provision, securing improvement through review and was in some cases linked to evidence that improvements in IAG can directly impact on performance indicators such as the percentage of students gaining five A*-C grades at GCSE.

8.2 For policymakers

1. **Integrating new agencies:** The case studies have highlighted ways in which schools are developing robust CEIAG structures within their own contexts. The new all-age careers service has the potential to further enhance this provision, but care is required to avoid duplication and to ensure that schools and careers services complement one another.
2. **Training:** How can new agencies support and further develop the training that is already taking place within schools? Could a review of accreditation or targeted information about the needs of the local labour force play a part in further strengthening CEIAG delivery within schools?
3. **Impact:** Measuring impact is a continuing challenge for all concerned in advice and guidance. Further research into strategies to evaluate the effectiveness of the advice and guidance offered by schools and other agencies should now be a priority. Through this strategy, policymakers can ensure that provision continues to be targeted and relevant.

9. References and further reading

Hayes, J, 2010, [New all-age careers service](#). Speech to the Institute of Careers Guidance annual conference, Belfast, 4 Nov 2010. Available at www.bis.gov.uk/news/speeches/john-hayes-icg-conference

National College, 2009, [Impartial careers education: Effective leadership of information, advice and guidance](#), Nottingham, National College for Leadership of Schools and Children's Services. Available at www.nationalcollege.org.uk/ceiag

Further reading

The case studies on which this summary report is based are available in both full (c 2,500-3,000 words) and summary (c 1,000 words) versions at: <http://www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/curriculumreform/ceiag-effective-leadership.htm>.

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