



Understanding the role of the Careers Leader

A guide for colleges

Publication info

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1 | Introduction

The Careers Strategy was published in December 2017 and was followed by guidance for Further Education and Sixth Form Colleges in February 2018. The Strategy places the Gatsby Benchmarks at the heart of careers provision in colleges and formalises the expectation that all colleges should have a named Careers Leader by September 2018.

This guide is for Further Education (FE) colleges, including General Further Education, those with a specialism such as land- or art- based colleges, independent specialist colleges and sixth form colleges. It explains what careers leadership in colleges looks like. It is based on extensive research and consultation with colleges and key stakeholders and hopes to capture what best practice looks like and to relate it to the advice set out in government guidance.

The Careers & Enterprise Company and the Gatsby Charitable Foundation have already produced a guide for secondary schools on the role of Careers Leaders. Colleges are also free to make use of the school guidance where it is more appropriate. We anticipate that this may be the case for some smaller institutions.

Every college is different, and it is up to the college leadership to agree how careers should be led and managed within the college. Much of the guidance draws upon examples from the General Further Education colleges but the principles apply to all settings, including Independent Specialist Colleges.

In all colleges a Careers Leader needs to be identified, who has responsibility for the delivery of the college's careers programme. The Careers Leader should be ensuring, among other things, that:

- the college has an appropriate careers programme that meets the expectations set out in the Gatsby Benchmarks;
- the college has published details of its careers programme on its website; and
- the destinations of learners in the college are tracked and that this information is used to improve the effectiveness of the college's careers programme.

This guide explores how colleges can organise careers leadership. It draws on existing practice in colleges which shows that most colleges, particularly the larger ones, think about a careers leadership team rather than a single Careers Leader. One way that colleges can organise such teams is by making a distinction between strategic leadership responsibilities and operational leadership responsibilities. Typically, the strategic leadership tasks will be done by a Careers Leader who is on a college's senior leadership team while operational leadership tasks might be done by more junior careers leaders such as departmental and service heads.

Some sixth form colleges have arrangements for careers leadership that are more like those that apply in schools, with a single Careers Leader, often with a title such as *Director of Careers and HE (higher education)*. This approach is also followed by some smaller FE colleges. However, this individual still needs to work with the college's senior leadership team.

Independent specialist colleges, depending on their size and the nature of their student body, will have a variety of different arrangements for careers leadership. As with other FE colleges, whatever the approach, it is important that the senior leadership team is directly involved in the strategic leadership of the careers programme.

2 | The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for colleges to deliver 'good career guidance'.

1

A stable careers programme

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

2

Learning from career and labour market information

Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

3

Addressing the needs of each student

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

4

Linking curriculum learning to careers

All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of Maths and English as a key expectation from employers.

5 Encounters with employers and employees

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.

6 Experiences of workplaces

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7 Encounters with further and higher education

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.

8 Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

Further information about the Gatsby Benchmarks can be found on the goodcareerguidance.org.uk website. This site includes ideas and inspiration from colleges that have already implemented the benchmarks. Gatsby have developed a college-focused version of the Benchmarks (see <http://www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf>). This version was produced following consultation with colleges and reworks the indicators so that they meet the needs of young people in colleges.

The Careers Strategy sets out the government's ambition that newly identified Careers Leaders will be driving forwards world class careers guidance in colleges based on the Gatsby Benchmarks.

'Career guidance', as described by the Gatsby Benchmarks, covers a much wider range of provision than one-to-one personal guidance and the other services that are typically managed through a college's careers service. For example, it includes the way in which learners are brought into contact with employers and provided with opportunities to access experiences of the workplace. These elements are usually managed through curriculum areas and specialist employer engagement functions. Consequently, while the manager of the college's careers services should be a key part of the careers leadership team they are unlikely to be the college's strategic Careers Leader.

3 | What do Careers Leaders in colleges do?

Careers Leaders are responsible and accountable for the delivery of their college's programme of career advice and guidance. In many colleges, particularly larger ones, it can be effective to have a careers leadership team who divide the work of leadership between them.

Such a team can be led by a Careers Leader who is part of the college's senior leadership team. The strategic Careers Leader will then work with more junior careers leaders and other staff to develop and deliver the college's careers programme.

The Careers Leader should work with other senior leaders to develop a vision for the college's careers provision that includes high aspirations for all learners and make sure that the college meets the Gatsby Benchmarks by the end of 2020. They should work with more junior careers leaders within the college to ensure that the programme is well planned, managed and quality assured and that it involves key internal and external stakeholders.



Key principle: Quality assurance

The Careers Leader is responsible for ensuring that the college has strong systems in place to quality assure the delivery of its careers programme, to ensure continuous improvement and make sure that it delivers the kinds of impacts that are needed for all young people. Such processes should attend to the diverse experiences of different kinds of learner including those with special educational needs and disabilities (SEND).

Quality assurance mechanisms should include ensuring provision aligns with best practice (e.g. by using the Compass tool), keeping good records, seeking feedback, evaluating impact by seeking feedback from key stakeholders and seeking external review of your college's provision (e.g. through the Quality in Careers Standard). It should also involve careful monitoring of destinations data to ensure that your learners are successfully progressing to positive destinations.

Where colleges are also providing adult education they will be required to hold the Matrix Standard for advice and support services. Other colleges may also choose to seek this standard.



The presence of a named individual in each college with appropriate skills and experience (*a Careers Leader*) is important to ensure the leadership and coordination of a high-quality careers programme... from September 2018, every college should appoint a named person to this role.

Department for Education guidance for Further Education Colleges and Sixth-Form Colleges (February 2018)

The strategic Careers Leader is responsible for leading the career guidance activity and ensuring that the college's more junior careers leaders oversee its successful delivery. The strategic Careers Leader should be part of the college's senior leadership team. More junior careers leaders will typically be responsible for a key area or department that is critical for the delivery of the college's careers programme.

Job titles and the exact organisation of responsibilities will vary across colleges but the following arrangements might be typical:

- Careers Leaders with strategic responsibilities may have a title like Vice Principal, Director or Campus Principal. They are likely to have a range of other responsibilities in addition to their strategic leadership of the college's careers provision.
- More junior careers leaders may have titles like Head of Advice and Guidance, Head of Employability or may be responsible for employer engagement either centrally or within a subject area. The proportion of their job which is concerned with delivering careers work is likely to vary.

It is important to be clear that all of the roles within a college's careers leadership team are leadership positions and that they do not describe all of the roles that are likely to be involved in the delivery of the careers programme in colleges. Other key roles in the college or working closely with it are likely to include the following roles which may exist as discrete roles or be combined:

Internal roles

Careers adviser

Providing information, advice and guidance to students one-to-one and in groups.

Careers administrator

Supporting the Careers Leader by undertaking a range of administrative and logistical tasks.

Admissions, marketing and outreach staff

Building links with schools to recruit new students and provide them with advice and guidance on the right course to take.

Employer liaison staff

Working with employers to inform the development of programmes and find placements.

Learner support tutors, mentors and job coaches

Providing additional support, particularly for learners with SEND.

Teaching and lecturing staff

Responsible for delivering curriculum content. In many colleges they may also have a range of links with industry connected to their curriculum area.

External roles

Enterprise adviser

A volunteer from business who will work with the Careers Leader and the senior leadership team to drive improvements in the college's careers provision.

Enterprise coordinator

Providing colleges with a local source of expertise and support for their careers provision.

Smaller colleges, including many sixth form colleges and Independent Specialist Colleges, are likely to have smaller teams with fewer job roles.

In addition, there are likely to be a wide range of other staff who the careers leadership team will need to work with to deliver the careers programme.

How it works in practice:

Scarborough Sixth Form College

Scarborough Sixth Form College (S6F) is a sixth form college with about 1,000 students, on a single campus. Most of the students are aged 16-19 and on Level 3 programmes – mainly A levels and BTECs.

The college's careers programme is led by Rowan Johnson, one of the college's vice principals, who oversees student services, liaison with schools and marketing. Reporting to Rowan is a more junior careers leader, who in turn line manages a careers adviser and a work experience placement manager.

In addition to Rowan and the careers team, there are three other members of staff involved in the management of careers guidance in the college.

There is the Employer Engagement Officer, a teacher who has five hours a week to help curriculum areas link with employers; the Learning Support Manager, who makes sure that there is appropriate support for students with learning difficulties and disabilities; and the Guidance Support Manager, who leads the team of tutors who are all non-teaching members of staff and deliver a tutorial programme that includes careers education. All these staff are co-located which facilitates regular communication.

Rowan also chairs the local careers network that includes representatives from schools and colleges in the area and S6F is a member of two regional networks of sixth form colleges, one of which has a careers group.

4 | Responsibilities of a Careers Leader

The responsibilities of a Careers Leader can be collated and summarised under four main headings: leadership, management, coordination, and networking. Each of these areas has a strategic and an operational level.

Colleges can divide up these responsibilities in a range of different ways. However, it is important to ensure that they are all covered by the team and that a clear line of accountability exists to the Careers Leader who is on the senior leadership team.



Key principle: Teamwork

Careers leadership in larger colleges is usually the work of a leadership team. However, even where

there is a single Careers Leader, teamwork still remains an important principle in ensuring that the college's careers programme is effectively operationalised. The Careers Leader(s) should work to ensure that there is clear management and accountability, appropriate co-ordination and effective reporting structures in order to facilitate teamworking.

	Strategic leadership responsibilities	Operational leadership responsibilities
Leadership	<ul style="list-style-type: none"> • Having lead responsibility and accountability for policy, strategy and resources for careers education, information, advice and guidance (referred to hereafter by the overarching term 'career guidance') in the college as defined by the Gatsby Benchmarks. • Agreeing the vision and direction of the college's careers provision with the college senior leadership team and the governors. • Leading a college-wide team of middle leaders and other key staff with responsibilities for managing the delivery of career guidance. • Convening and chairing the college's standing committee on careers. • Ensuring that the college's career guidance provision is of high quality and meets all external requirements including the requirement in the college's funding agreement to provide independent careers guidance. • Understanding the implications of education and training reforms, and of changes in the labour market, for career guidance. • Promoting career guidance within the college. 	<ul style="list-style-type: none"> • Having responsibility and accountability for the delivery of career guidance across all eight Gatsby Benchmarks. • Developing a career guidance delivery plan. • Contributing to the college's careers leadership team and being a member of the careers standing committee. • Reviewing and evaluating career guidance to provide information for the college development plan, and to prepare for Ofsted inspections and awards such as Matrix accreditation and Quality in Careers Standard assessments. • Providing insights about changes to education and training and to the labour market, to the standing committee to inform the development of the colleges careers provision. • Promoting career guidance within the college.

	Strategic leadership responsibilities	Operational leadership responsibilities
Management	<ul style="list-style-type: none"> • Ensuring that the programme of activities in career guidance, pre-and at entry, on programme and at exit is in place and that an appropriate operational team exists to lead and manage this activity. • Ensuring that systems are in place, and accessible to all relevant staff, to monitor access to, and take-up of, the careers programme by students. Leading the college's strategic response to key issues that are identified through monitoring. • Signalling to all college staff that career guidance is important and should inform their activities. • Overseeing the overall management of budget and resources allocated to career guidance and making the case for additional resources where necessary. • Ensuring that appropriate training and development is in place to support the implementation of the college's careers programme. 	<ul style="list-style-type: none"> • Planning the programme of activities in career guidance, pre-and at entry, on programme and at exit. • Briefing and supporting teaching, lecturing and tutorial staff involved in delivering the careers programme. • Monitoring delivery of the careers programme, to ensure it meets the needs of the college's diverse range of learners. • Supporting staff providing initial information and advice to students. • Managing the work of the Careers Advisers. • Advertising job and apprenticeship vacancies and providing a placement service. • Managing the careers budget. • Managing own CPD (continuing professional development) and the CPD of staff with responsibility for delivering the college's careers programme.

	Strategic leadership responsibilities	Operational leadership responsibilities
Co-ordination	<ul style="list-style-type: none">• Ensuring that the college has a strategy and systems to support the effective provision of information to support the careers programme.• Overseeing the relationship between different departments and areas of the college to ensure that career guidance is effectively delivered.	<ul style="list-style-type: none">• Managing the provision of careers and labour market information, and its distribution within the college.• Managing the careers section of the college's website, and communicating key messages to students via social media.• Working with curriculum areas and tutorial programme leaders to plan their contributions to career guidance.• Liaising with tutors, mentors and learning support staff to identify students needing guidance.• Ensuring that students with Education, Health and Care (EHC) Plans are fully included in the careers programme and that services and support for these learners are effectively managed and coordinated.• Referring students to Careers Advisers and promoting the service to students for self-referral.

	Strategic leadership responsibilities	Operational leadership responsibilities
Networking	<ul style="list-style-type: none"> • Developing a strategy for the college's employer engagement and work placements. This is likely to be done in partnership with other senior staff in the college with interests in employer engagement e.g. in relation to apprenticeship provision. • Ensuring that appropriate staffing and systems exist to engage with all relevant external stakeholders to support the college's careers programme. • Leading the engagement of new external stakeholders and ensuring that any problems are resolved. • Ensuring that the college's wider external relationships are leveraged to support the career guidance programme. • Securing funding from external sources for careers-related projects. 	<ul style="list-style-type: none"> • Liaising with schools to facilitate outreach and pre-entry guidance. • Ensuring that apprenticeship providers and universities have access to students to provide information on opportunities. • Establishing and developing links with employers to contribute to the careers programme. • Working with employers and learning providers to create progression opportunities for students. • Networking with the wider guidance community and professional bodies, at local, regional and national levels. • Liaising with the local support service for young people who are vulnerable, NEET (not in education, employment or training) or have an EHC Plan. • Managing links with the LEP (local enterprise partnership), NCOP (National Collaborative Outreach Programme), National Careers Service and other external organisations.

How it works in practice: Chichester College Group

Chichester College Group is a new college group formed through the merger of the former Chichester College, based on two campuses – Chichester and Brinsbury, and the former Central Sussex College, now Crawley College. The total number of students across the group is about 22,000, of which approximately 7,000 are 16-18 year-old, full-time students.

Lisa Humphries is Group Director for Student Services and Pastoral Support and reports to the Group Leadership Team. Lisa is responsible for careers education and IAG (Information, Advice and Guidance) across the group, and is the senior manager leading on the implementation of the careers strategy. She combines this role with responsibility for student voice.

The careers provision is delivered by a team of three careers advisers in each college, plus a team of 21 'super tutors'. There is no separately timetabled tutorial programme in the two colleges. The careers advisers provide individual careers guidance interviews and a range of career development workshops that are planned within all departments' programmes. In addition, the tutors are timetabled to provide one-to-one IAG support to all students – each student receives a minimum of five interactions a year.

Each college has a Pastoral Support Manager, who manages the team of three careers advisers and the tutors.

One of the careers advisers is identified as team leader. Lisa manages the teams by meeting with the Pastoral Support Managers each week and leading sessions on a regular basis for all the staff involved. Where appropriate, other staff with related responsibilities are invited to join these sessions, for example the admissions team.

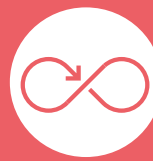
Work experience and other employer engagement activities are the responsibility of the individual departments but Lisa manages the work experience co-ordinator who checks all the placements. The Group has developed its own system for recording all the contacts with employers and all the guidance interventions, for each individual student, and Lisa manages this information.

Lisa does not have a professional background in careers. She joined the staff at Chichester College initially as an organiser of student activities, having been Student President. She then progressed through several roles in student services and management, ultimately to her current position as Group Director. Along the way she has sought opportunities to gain knowledge and understanding about careers. In her view, the training for careers leaders in colleges should focus on how to lead the implementation of a strategy across a college, or group, embedding careers support into the curriculum and taking an approach that is holistic and not delivered in silos.

5 | How should colleges organise careers leadership?

Every college is different and there are a wide range of ways in which careers leadership in colleges can be organised. However, it is critical that both strategic and operational careers leadership are present within the college.

In larger colleges this might involve the coordination of a team of people, in smaller colleges this might just be one or two people working closely together.



Key principle: Flexibility

Colleges have been at the centre of a lot of the major changes to the education and training system over recent years. There are more reforms on the horizon including the introduction of T Levels, continuing changes to apprenticeships and the ongoing growth of higher education provision through colleges. Given this, it is important that careers leadership and careers provision in colleges is flexible and designed to allow leaders sufficient autonomy to develop structures and respond to change.

Strategic careers leadership

We have already explained the strategic roles that the Careers Leader(s) need to attend to. In many cases such responsibilities will be taken on by someone who is already on the college's senior leadership team. In other cases, particularly in smaller colleges including many sixth form colleges and the Independent Specialist Colleges, these strategic responsibilities will be taken on by someone who has a direct link to the senior leadership team and who has the ability to command the respect of staff from across the college.

Careers Leaders, especially those with strategic responsibilities, are likely to have a range of other responsibilities in addition to careers leadership. Because of this they may feel that they need additional help and support to successfully lead the college's careers provision. Such support will be dependent on the budgetary constraints in colleges and may involve the repurposing of existing staff time rather than the appointment of new posts. Our research with colleges suggests that support for the careers leader can take three forms:

- **Appointing a Deputy or Assistant Careers Leader.** In this case the Careers Leader recruits a dedicated member of staff to take on the day-to-day coordination and management of the college's careers programme. Such a person will be expected to be a leader in their own right and to drive improvements in the college's careers programme. The Careers Leader should still have responsibility and accountability for the programme but may delegate some of their other strategic responsibilities.
- **Accessing administrative support.** There is a considerable administrative load that comes with the leadership of careers.



Key principle: Coordination

A key role for a Careers Leader is to coordinate the work of everyone involved in the leadership and

management of careers provision in the college.

One approach to achieving this is to establish a standing committee to oversee the college's careers provision. This should bring together all of the key operational careers leaders in the college. This may include the Head of the Careers Service, Head of Employer Engagement, Head of Marketing and Outreach and people with key responsibilities for teaching and learning and tutorial provision.

The function of the standing committee should be to plan, monitor and develop the college's careers provision. It should ideally report directly into the Senior Leadership Team and should meet regularly (at least once a term).

Such administrative tasks can intensify greatly during periods like Ofsted inspections and Matrix accreditations. Therefore, it can be useful for Careers Leaders to have access to administrative support.

- **Delegating to more junior careers leaders.** In larger colleges there may be a number of more junior careers leaders working with the Careers Leader with strategic responsibility for the programme. The Careers Leader might feel that some strategic responsibilities can be usefully delegated to one or more of these junior careers leaders.

How it works in practice: Sunderland College

Sunderland College is a general Further Education College that has recently expanded by incorporating the former Hartlepool Sixth Form College in 2017. The college is based on five campuses and has approximately 13,500 students, of whom about 4,500 are 16-19 year-old full-time learners.

Vikkie Morton is Assistant Principal (Students & Customer Experience) and is Strategic Careers Leader. She combines this role with responsibility for safeguarding, equality & diversity and 'the student journey'. She is a member of the college's senior leadership team.

Vikkie manages the Director of Student Services and Head of Student Experience. These two posts take on many of the operational career leadership tasks.

The college also employs five careers advisers who divide their time between the college's students and working with schools to offer pre-admission guidance. They offer one-to-one guidance and lead group sessions in the personal development tutorial programme. Further group sessions are led by the tutors themselves.

All groupwork sessions are planned with the curriculum manager for the personal development programme. The careers advisers also work with learning support staff to support students with learning difficulties and disabilities.

Work experience and other interactions with employers in the context of careers are organised within curriculum areas, and are overseen by the Vice Principal with responsibility for curriculum. The Executive Director for employer engagement in the college is responsible for apprenticeships and working with local businesses: work placements and other careers-related encounters with employers come under the curriculum leaders. Vikkie, as the Careers Leader, works closely with these roles to ensure coherence in the college's careers provision.

There is a link governor for careers, who is a member of the curriculum quality committee to which Vikkie presents reports, and dedicated administrative support for careers.

Operational careers leadership

Although the management structures of colleges are organised in a range of ways, there are a number of key components of the college's careers provision. These areas can be summarised as follows:

- **Careers services.** Providing careers information, advice and guidance and related services.
- **Employability and employer engagement.** Providing learners with interactions with employers and the workplace and preparing them for employment.
- **Teaching and learning.** Providing the core subject curriculum.
- **Tutorial provision.** Supporting learners in relation to their participation in college life, their learning and wider pastoral issues.
- **Marketing, outreach and pre-entry guidance.** Engaging future learners in the option offered by the college and helping them to choose appropriate courses.

These areas will be led and managed differently in every college. In some colleges, each area will have its own leader, in others these areas will be combined; e.g. careers and employability sitting together as a single service or as part of a wider student services department. There will also be important differences in how much of this activity is led and managed at the college level and how much is managed at a subject level.

The complexity of colleges means that it may not be immediately obvious who the careers leaders in a college are. In some cases, such as the Head of the Careers Service, it will be clear.



Key principle: Clarity

Careers Leaders need to be absolutely clear about what is expected of them. The allocation of responsibilities between different members of the college's careers leadership team is critical and needs to be transparent and clearly understood. The strategic Careers Leader should take responsibility for recruiting and identifying more junior careers leaders and for ensuring that such clarity exists.

But, in other cases people may not feel that their job has anything to do with 'careers'. It is the job of the Careers Leader to identify which leaders and managers within the college are critical to the delivery of the careers programme and then to clearly identify these people and recruit them to the standing committee or establish some other means of ensuring effective coordination of their respective responsibilities.

How it works in practice: Weymouth College

Weymouth College is a GFEC (General Further Education College) with approximately 2,000 students made up of 1,400 full-time 16-19 year-old students, 350 part-time students, 120 HE students and 150 full cost students of all ages. The college has held the Quality in Careers Standard for several years and values this as a robust framework for reviewing its careers provision. The college is also Matrix accredited, ensuring that student facing services deliver excellent standards in advice and guidance. There is a link governor for careers and the Board of Governors receives an annual report on the careers provision.

The Careers Leader is Andy Watson, who has responsibility for all aspects of the careers programme for internal students and external clients. Andy is an experienced careers adviser qualified to Level 6. He joined the college in 2008 and introduced a comprehensive programme of careers support for students delivered through the tutorial programme.

Andy reports to the Vice Principal, Performance and Delivery: they have regular fortnightly meetings and are also in contact informally almost every day to ensure that the service delivered is meeting the needs of learners, clients and stakeholders. The VP Performance and Delivery reports progress and developments through to Senior Leadership Team level and the Corporation. As the single Careers Leader for the college Andy has operational links with the three Work Placement Officers who work within curriculum areas to deliver the work experience that is mandatory on several courses and also optional for other students. He also has strong working links with all Heads of School and the School Liaison Officer, and is engaged with the local authority and other partners relating to career guidance.



It is the job of the Careers Leader to identify which leaders and managers within the college are critical to the delivery of the careers programme.

6 | Key milestones for implementing careers leadership in your college

From September 2018 every college should have appointed a Careers Leader and published their contact details on the college's website.

This may be achieved by identifying someone who currently has this role: alternatively it may require someone to be appointed to the position. However, it is expected that the development of your careers leadership team and the systems and processes that support it will continue after that.

1 Senior leadership team discuss how the College will respond to the Careers Strategy and guidance.

2 Agree a job description for a Careers Leader and a process for identifying one.

3 Appoint a Careers Leader by September 2018.

4 Audit existing college career provision to identify other key members of the career leadership team.

5 Establish a college standing committee on careers.



6

Consider the training and development needs of the college careers leadership team.

7

Meet with your local Enterprise Coordinator to start assessing the support offered by The Careers and Enterprise Company.

8

Complete Compass to see how your college compares to the Gatsby Benchmarks and other colleges.

9

Create a development plan for your college's career programme.

10

Start implementing the plan.

7 | Useful resources

Career guidance: for Further Education Colleges and Sixth-Form Colleges

(www.gov.uk/government/publications/careers-guidance-for-colleges--2)

Careers strategy: Making the most of everyone's skills and talents

(www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

Gatsby Charitable Foundation's Good Career Guidance report

(www.gatsby.org.uk/education/focus-areas/good-career-guidance). This is supplemented by the Benchmarks for young people in colleges to describe the important elements of a robust career guidance programme in colleges (www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf)

The Careers & Enterprise Company resources for schools and colleges

(www.careersandenterprise.co.uk/schools-colleges)

The Career Development Institute

(www.thecdi.net)

The Good Career Guidance website

(www.goodcareerguidance.org.uk)

The Matrix Standard

(www.matrixstandard.com)

The Quality in Careers Standard

(www.qualityincareers.org.uk)

The SEND Gatsby Toolkit

(www.talentinocareers.co.uk/send-gatsby-benchmark-toolkit.pdf)

Understanding the role of the Careers Leader: A guide for secondary schools

(www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf)

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