

How to implement the London Ambitions Careers Offer



Evidence for
Excellence in
Education



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How to use these slides

The slides in this presentation are designed for different audiences. You can edit this presentation to suit the people you are presenting to by keeping the relevant slides and deleting the others as well as adding in your own experiences to the blank slides. The slides are labelled along the bottom of each slide using the following key:

Pink – Key Stage 1 and 2

Light blue – Key Stage 3, 4 and 5

Green – Senior Leaders and Governors

Dark blue – Person responsible for careers education and guidance

Some slides have more than one audience.



Key findings

The case-study schools and college prepare young people for the world of work through responsive careers provision for all their students

Senior leaders value CEIAG and support its development and profile within the school ethos

Engaging with employers and the world of work is seen as a priority



Key messages

In order for CEIAG to become embedded in a school's culture and ensure young people are well qualified, well informed about routes to, and are ready for, the world of work, schools and colleges should:

Embrace a whole-school approach to CEIAG, where senior leaders support and drive it forward and all school staff understand its importance

Provide young people with meaningful learning experiences about the world of work to enable them to navigate their way through the choices that lie ahead

Engage in dialogue about careers provision within, and between, institutions

Encourage employers to become involved in education, at whatever level and in whatever way suits them



Work with employers so that they, and educators, value their respective roles and maximise the value added of their joint contribution to the development of young people's skills

Personalised and face-to-face CEIAG

In addition to provision of careers online resources, consider some of the case-study strategies

- Offer universal **assemblies**, group offsite **taster days** and individual activities, such as **one-to-one** personalised careers appointments for all.

- For learners with LDD, and those at risk of becoming NEET offer specialist **face-to-face support** with professionals who have undertaken training on meeting their particular needs.

- Buy in a **careers advisor** part-time from a careers advice provider to provide one-to-one careers advice for Year 11 pupils who are not aiming for university.

Tutor system in the college

Every student is assigned a tutor on entering the college, who is usually the student's course teacher. The young person meets this tutor for one-to-one sessions regularly throughout their programme of study. These sessions include embedded careers-related activities at key points in the student's journey.

Tutors provide students with a range of [information/resources e.g. Not Going to Uni, Creative Skillset \(often with embedded Labour Market Information\)](#) to inform them about their future options and the job market.

Additionally, these sessions provide a platform for tutors and students to identify what skills, e.g. CV writing and interview techniques, the student wants to improve. This allows the staff member

to signpost the student to the relevant resource or person within the college careers centre.

The information given to students is provided to staff by the careers service and, for some departments, through the teacher's work with the local careers cluster (groups of schools and colleges). How to tutor students is covered comprehensively in the staff induction and careers staff regularly run training sessions for teaching staff to keep them up-to-date on best practice. Staff reported that an advantage of these tutor sessions is that they help the student to stay 'on track' with their course and ensure the course is the right fit for the student.

The college has also created a rigorous student induction programme run by

tutors in the student's first six weeks. This process of making sure the course is the correct fit for the students is seen as vitally important as illustrated by one head of department: 'If we don't get that right we lose the student's motivation. Once the students have a clear goal it is much easier to motivate them'.

All the college students interviewed had a clear vision of their next steps and how they were going to achieve them which they said was highly motivating. One student explained:

'If you have a goal you can work toward it but if you don't you're kinda all over the place'.

Senior school and college leaders should consider, and governors should support, providing CPD for all staff on basic careers education, information, advice and guidance (CEIAG) so they can point/signpost students in the right direction for specialist support or relevant resources

Experience of the world of work

Top 5 ways you to provide experiences of the world of work

1 On-site **careers events**/days and workshops (possibly for all the family)

2 External **visits** and taster days to workplaces and places of further study

3 **Work experience**/placements (block or day) including in community settings

4 **Mentoring**, especially for more vulnerable pupils

5 **Information about apprenticeships**

And don't forget to remind the students to record their experiences in their digital portfolio and reflect on what they have learnt!

Link world of work skills to in-class activities

Consider providing further experiences of the world of work by organising in-class careers-related activities which link the world-of-work skills to subject content (including using real-world examples especially for learners with LDD)

‘Foodie Friday’ in the secondary special school

On a rota every term, each Key Stage 3 tutor group spends a whole day cooking a meal together which involves them practising several different skills e.g. planning, communication, literacy and numeracy. They have to decide what they want to cook, cost up their food, write a shopping list, go out and buy the food and cook it together. Staff were enthusiastic about this project and believed the skills that the young people are learning are highly transferable to other contexts.

Family Careers Day in the primary school

To engage pupils and parents the school runs a school-wide annual Family Careers Day. All parents are invited to spend the day with their children attending a series of workshops and talks about different jobs from external speakers from a variety of sectors. A staff member said: 'It's about breaking down those boundaries and giving them [pupils and parents] an insight into all the different types of careers'. It's about: 'Empowering them with knowledge'.

Staff engage pupils by asking them about what sorts of jobs they want to hear about. This is done through a pupil survey and discussions with the student council. In cross-phase teams, staff then plan the day so that each year group has different and engaging speakers which relate to the pupils' requests. This planning has been made possible by senior leadership actively supporting a whole-school structure to careers education.

Pupils spoke positively about the day. One said: 'On [Family] Careers Day there was a lady who came to our class, she worked on an aeroplane and she talked about it and it made me more interested in being a pilot. It sounded fun and adventurous'. Another remarked: 'I like it because we learn a lot of things [about jobs] we don't know'.

Use external speakers from the local community

Experiences of the world of work can also be provided by organising **external speakers** from the world of work to speak to young people about their job, company and/or sector (possibly for all the family)

Publicised careers policy and curriculum

Carry out an audit of students'/pupils' and staff's needs to:

1 inform the development of the careers curriculum/framework and policies

2 ensure that CEIAG activities and experiences are further developed and progressed regularly

3 place activities in a logical order to create a 'learning journey'

4 make certain that CEIAG has a clear, visible and important role in students'/pupils' whole experience so that it can raise aspirations and inform decisions about their futures

Also gain students'/pupils' feedback to continuously improve provision!

Next steps might include

- > publicising the careers strategy on the school website
- > reporting annually on delivery
- > Governors regularly reviewing provision

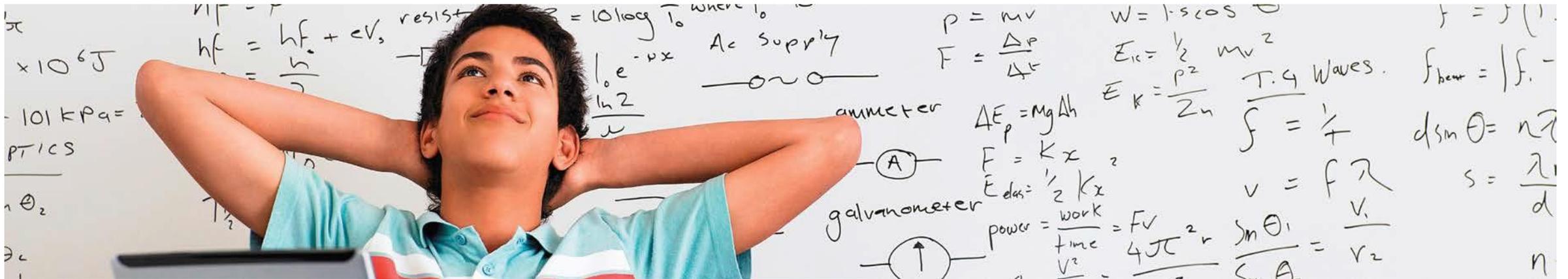
Governor oversight of CEIAG

Governors need to visibly support careers education and guidance

They can support and attend key careers-related events such as Family Careers Day

They can help staff secure external speakers from the world of work through drawing on personal contacts

They can take responsibility on the Governing Board for supporting and challenging vocational and technical education and/or careers education and guidance



Labour Market Intelligence/Information

Case-study observations included:

Up-to-date LMI is important as it can contribute to informing curriculum design

LMI can help to consult, and co-develop, courses with local providers and students to ensure courses cater for all local needs

LMI can be used to understand the local labour market and this can be helpful for young people (including learners with LDD) to support them to make informed decisions about their futures



Careers clusters

To spread the cost of improving CEIAG geographic- or sector-based clusters can be used

Create resources to be shared across schools

Share resources such as Education Business Partnership expertise

Find further world-of-work opportunities for young people

Understand industry needs and develop students' readiness for relevant jobs

Provide direct access to professionals so most up-to-date information is provided to students

Enable different types of schools to benefit e.g. special schools can form clusters with other special schools

The benefits of London Ambitions Portal

The benefits of using the portal are that it:

- provides schools in London with a means to **connect** to a vast array of external businesses within the capital

- **links** schools to employers where they have common ground

- enables school staff to post **requests** for employer support such as talks, mentoring or work experience and to search for opportunities advertised by employers

- provides useful **ideas and resources**, including action plan templates

Some common challenges:

- 1. Engaging and maintaining employer links**
- 2. Preparation and reflection time**
- 3. Creating a whole-school approach**
- 4. Limited funding**
- 5. Securing release of students from lessons**
- 6. Funding release of staff for training**
- 7. Motivating demotivated or undecided learners**
- 8. Enabling parents to have realistic aspirations**

1. Engage and maintain employer links

- Use personal contacts of staff, governors and parents to arrange talks and visits
- Protect time for a member of staff to network locally, use websites, knock on doors and attend events
- Once engaged, invest in mutually beneficial arrangements with employers
- Start small, build solid links with one or two employers first before finding further partners
- Nurture employers as clients
- Use careers clusters and other links to tap into resources to secure work experience

Thank employers, appreciate them and show them what they have done has made a difference i.e. that they can be change-makers for young people

2. Preparation and reflection time

**Preparing external speakers/
employers to pitch at right level
for pupils/students:**

- have formal and/or informal systems to prepare and follow up employer visits
- factor in time before a presentation/talk for a teacher to brief the speaker about how to engage young people at the appropriate level

**Finding time for students/pupils to be
prepared before an activity and to
follow up/reflect afterwards:**

- use tutor or PHSE time slots to prepare young people for, or to reflect on, world-of-work activities

Carry out an audit, formal or informal, to identify: students' needs; current careers provision; challenges and areas for development

Prioritise group planning time and cross-key stage meetings

3. Creating a whole-school approach/ framework

Consult heads of year/key stages when careers staff/SLT are constructing the CEIAG framework/strategy

Build incremental experiences so there is logical progression year on year

4. Meeting the needs of each learner with limited funding

Consider alternative sources of funding (e.g. pupil premium money)

Collaborate with stakeholders to secure additional resources and/or funding

Provide more in-house opportunities to minimise costs of external trips and target activities to students that need them the most

Explore existing cluster resources

5. Securing release of students from lessons for world-of-work activities

Secure all-school buy-in to the importance of young people engaging with the world of work

Where possible, consider other staff members than teachers to accompany young people

6. Funding release of staff for CEIAG training

Train staff about CEIAG and how to relate teaching and learning more holistically to world of work as part of new staff induction and provide them with resources early on

Use clusters to provide opportunities for staff CPD on CEIAG and networking and disseminate learning to all teaching staff

7. Motivating demotivated or undecided learners

Enable young people to think about their future options and develop informed goals.

Work with parents to support their child and help them develop informed, realistic options

Create a culture of forward thinking/outward looking post-16

Take young people into the community to try new experiences

Consider developing a specialist induction programme for potential NEETs

8. Enabling parents to have realistic aspirations for their children

Engage parents through regular meetings, especially for learners with LDD

1

Clarify parents' expectations early on

2

Provide opportunities for parents to see their children's capabilities with their own eyes

3

Create events which involve parents such as the Family Careers Day in the primary school or Year 8 careers fairs or enterprise activities.

4

NFER case-study research: methodology

Between February and May 2017, NFER researchers visited:

- one primary school; one special secondary school; one 11-18 secondary academy; one 11-18 secondary maintained school; and one FE College.
- we carried out 23 semi-structured interviews with school/college staff and five face-to-face focus groups with young people

This was a small, qualitative study designed to explore, and identify promising examples of the strategic planning and delivery of careers education and guidance, and its implementation as defined in the seven key elements of the London Ambitions careers offer.

To see the evidence and further resources please go to:

des Claves, Z., McCrone, T. and Sims, D. (2017). *London Ambitions Research: Shaping a Successful Careers Offer for all Young Londoners*. Slough: NFER
ISBN 978 1 911039 60 0

Share your own experiences

Use this slide to share the experiences, case studies and best practice in your setting

