



THE CAREERS &  
ENTERPRISE  
COMPANY

# Careers Leaders in Secondary Schools:

The first year

## Publication Information

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# About this paper

This research was commissioned and co-funded by the Gatsby Charitable Foundation and The Careers & Enterprise Company in 2019 to find out how the Careers Leader role is being delivered in practice, how it is making a difference to career guidance and what further support is needed to embed the role in schools.

A survey of 750 Careers Leaders in secondary schools in England took place in March and April 2019. The schools of the Careers Leaders who participated are broadly representative of all state-funded secondary schools in England, including special schools. Illustrative case studies were carried out in June to provide real-life examples of how schools are embedding the role.



# Foreword by a Headteacher

I'm proud to be Principal of a school with a strong track record of delivering high-quality careers guidance for our young people. As such, I cannot stress enough the importance of having a trained, enthusiastic and committed Careers Leader in the school.

This report shows us that across the country, Careers Leaders are now emerging as a positive, enthusiastic and committed workforce. And it underlines much of what we have learnt in our school about what makes the Careers Leader role work.

For us Headteachers and Principals, perhaps the most important of these lessons is that our Careers Leaders need the backing of the school leadership – either by sitting on the senior leadership team themselves or directly reporting to them.

I've worked in schools where the individual responsible for careers had very little direct communication with the senior management team. Whilst they were hard-working and did their best to provide guidance, they didn't have the clout to inform the strategic practices of the school. And the evidence in this report backs that up.

The focus on the Gatsby Benchmarks has shaped the role of the Careers Leader in our school and given a clear direction for the type of activities that should be made available to all students. That an overwhelming 94% of Careers Leaders agree that the Benchmarks are improving careers guidance is testament to their power.

The Careers Leader role is not one that can be easily bolted-on in addition to a full-time teacher's workload. The role can be time consuming, arranging visits, bringing in employers and organising careers activities and work experience.

And this report shows the link between time spent on these activities and outcomes in terms of quality of provision. Schools should make sure their Careers Leader can invest the time needed to have a real impact, and it's encouraging that the hours spent on careers is increasing.

The implementation of the Careers Strategy has been a welcome boost for careers guidance. But it has meant the workload of the Careers Leader has definitely increased. It is vital that we as schools leaders give them the time, training and access to resources that they need to be fully effective in their roles.

We all know that most students will not stay in one job from the moment they leave school and that many of the jobs that they will undertake have yet to exist. Therefore, providing students with effective advice and guidance is critical not only to them as but also society as a whole.

And our disadvantaged students are usually those that need the greatest support, especially if we as educators are going to have any impact on social mobility. So if you are a school leader reading this report, I'd encourage you to use its findings to think of how best you can support your Careers Leader to make the most impact.



Claudia Cabbage

Principal, Henry Cort Community College

# Executive Summary

## The significance of the Careers Leader role

The role of the Careers Leader is the cornerstone of ensuring that each and every young person has the career guidance they need. The government's Careers Strategy recognised the importance of this role and signalled a major shift in the prominence of career guidance in schools and colleges. In contrast to a long tradition of careers work in schools being delivered by teachers or coordinators, the Careers Leader is envisaged as a middle or senior leader with the skills, authority and confidence to lead colleagues, make decisions, and enact the reforms necessary to embed careers within their school, delivering provision in line with the Gatsby Benchmarks of good career guidance<sup>1,2</sup>.

## What we have learned

**Substantial progress has been made by schools in embedding the role of the Careers Leader in secondary schools. There is evidence of momentum and early signs of impact.**

- Headteachers have embraced the Careers Strategy and Careers Leader role in its first year of implementation. Headteachers have made new appointments (nearly half of Careers Leaders (42%) were appointed in 2018/19) and have supported Careers Leaders to train (54% have completed or are taking part and 30% are planning to do so). Careers Leaders are an identifiable workforce.
- Career guidance is becoming embedded within the strategy of schools. 65 percent of Careers Leaders report increased prioritisation for career guidance within senior leadership teams and 83 percent are reporting on career guidance to senior leadership teams at least once a term.
- The new workforce is highly engaged and Careers Leaders feel they are making a difference. 88 percent agree that they are having a positive impact on the education and career outcomes of young people, 75 percent think that career guidance has improved since the Careers Strategy and 81 percent are positive about the future of career guidance in their school.
- The time spent by Careers Leaders is double the time reported by careers coordinators ten years ago. Careers Leaders are spending an average of 14.5 hours a week compared to 7.4 hours in 2009.
- The Gatsby Benchmarks are a game changer and highly valued. 94 percent of Careers Leaders think that the Benchmarks have helped to improve career guidance. 91 percent of the Careers Leaders surveyed had used the Compass tool which assesses performance against the Benchmarks and flags areas for development.
- Where Careers Leaders are operating as intended, the school achieves more Benchmarks. Schools with full-time equivalent hours for Careers Leaders and administrators combined (as opposed to minimal capacity of a few hours a week) achieve around one extra benchmark on average. The schools of trained and qualified Careers Leaders scored more highly on three of the Benchmarks.

1. The term 'career guidance' is used in this report and in government documents to describe the full range of interventions that support young people to make choices and develop their career.

2. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

**We are starting to get a clear picture of the challenges facing the new Careers Leaders and what needs to be considered to ensure this role can universally enable excellence in career guidance.**

- Time and staff resource are the key barriers to delivering the role effectively. More time is being dedicated to careers overall, but half of Careers Leaders deliver the role on less than a day a week which is a limited amount of time for leading the activities needed to meet the Gatsby Benchmarks and all the partnership working, commissioning, planning and coordination that this requires. Of those identifying barriers, 84 percent cited time and 65 percent cited staff resource.
- Lack of budget is also a challenge. 31 percent of Careers Leaders do not have a budget for careers and budget was frequently cited as a barrier to delivering the role effectively. Having a budget was associated with achieving a higher number of Benchmarks.
- One-third of Careers Leaders are not at leadership level. Substantial progress has been made in establishing Careers Leaders at middle or senior level (66%) but a minority are delivering the role at coordinator or administrator level which is likely to pose difficulties for achieving reform and embedding careers across the school.
- Engagement from teaching staff is a barrier. While Careers Leaders have been largely successful in gaining the buy-in of senior staff, 43 percent believe that the engagement of teaching staff is a barrier for careers in schools.
- We believe that this research shows the Government made the right decision to emphasise the importance of Career Leaders and invest in training, but stability and continued funding are essential. Almost half of Careers Leaders are new to the role and there is a long way to go before all schools and colleges have benefited from training. A new cadre of Careers Leaders is beginning to emerge. Schools now have the foundations for making progress towards excellent career guidance for all young people. This work shows that through completing training, securing senior leadership support and carving out enough time to deliver an ambitious programme we will begin to see a step change in the career guidance provided to young people.

# Key messages for Headteachers

For Careers Leaders to continue to build on their successes, we would encourage Headteachers and governors to work towards achieving the following:

- 1** | **Strategy.** Integrate career guidance into the school's strategy so that it is delivered collaboratively across the school.
- 2** | **Leadership.** Appoint Careers Leaders at middle or senior leadership level so that they can work effectively with staff across the school and with external partners.
- 3** | **Governance.** Engage the governing body with the school's work on careers to ensure that Careers Leaders are supported and challenged at a senior level.
- 4** | **Time and resource.** Allocate sufficient time and resource for Careers Leaders. Discuss priorities with Careers Leaders to ensure that the time available is used to best effect.
- 5** | **Training.** Encourage and enable Careers Leaders to take part in training.



# 1 | Introduction

## The development of the Careers Leader role

Across the past 50 years, schools have had staff with career guidance responsibilities, although the scope of the role has evolved as models of careers provision have changed. For the four decades prior to 2011, career guidance was delivered through a partnership between schools and external services<sup>3</sup>. Schools led on careers education, typically providing a library of information and teaching about careers through the curriculum. A national career guidance service, delivered locally, provided guidance interviews to the students referred by schools<sup>4</sup>. Under this model, the school staff member responsible for careers was usually a teacher without managerial responsibilities<sup>5</sup>.

The 2011 Education Act marked a significant shift in policy, transferring responsibility for careers from local authorities to schools. Schools took on a new statutory duty to provide access to career guidance services for their students by commissioning providers. They also developed partnerships with employers and providers of apprenticeships and further and higher education. With the growing need to combine the various contributions into a coherent careers programme,

careers teachers became careers coordinators and while the role continued to be delivered predominantly by teachers, schools increasingly recruited coordinators from non-teaching backgrounds in response to the need for more time and flexibility.

In the years following 2011, there was a growing recognition of the need for careers leadership in schools with a scope wider than coordination and to be embedded at the heart of the school's strategy. The Gatsby pilot of the Benchmarks in the North East, along with schools and colleges across the country, started to see the importance of the Careers Leader role in delivering an impactful careers programme<sup>6</sup>. A community of support and training was growing, such as through the CDI and Teach First's Careers and Employability programme<sup>7,8,9</sup>. New evidence about the impact of employer engagement<sup>10</sup> emphasised the need for networking skills with business. In addition, concerns continued to be raised about the variation in the quality of career guidance across schools<sup>11</sup> and the case was made for greater consistency and appropriate training supported by government.

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3. Andrews, D. & Hooley, T. (2019). Careers leadership in practice: a study of 27 careers leaders in English secondary schools, *British Journal of Guidance & Counselling*.

4. Andrews, D. (2011). *Careers education in schools*. Stafford: Highflyers Publishing.

5. McCrone, T., Marshall, H., White, K., Reed, F., Morris, M., Andrews, D., & Barnes, A. (2009). *Careers co-ordinators in schools*. London: DCSF-RR171.

6. Hanson, J., Vigurs, K., Moore, N., Everitt, J., & Clark, L. (2019). *Gatsby careers benchmark north east implementation pilot: interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby.

7. Hooley, T., Dodd, V., & Shepherd, C. (2016). *Developing a new generation of careers leaders: An evaluation of the Teach First Careers and Employability Initiative*. Derby: International Centre for Guidance Studies, University of Derby.

8. Career Development Institute (2017). *Careers Leaders in Schools: A CDI Briefing*.

9. Gatsby Charitable Foundation (2018). *Good career guidance: Reaching the Gatsby Benchmarks. A handbook for secondary schools*. London: Gatsby Charitable Foundation.

10. Mann, A., Kashefpakdel, E., Rehill, J., and Huddleston, P. (2016). *Contemporary Transitions: Young Britons reflect on life after secondary school and college*. London: Education and Employers.

11. Archer, L., & Moote, J. K. (2016). *ASPIRES 2 Project Spotlight: Year 11 Students' Views of Careers Education and Work Experience*. London, UK: King's College London.

## The Careers Strategy and guidance

The Government's Careers Strategy, published towards the end of 2017, positioned Careers Leaders as pivotal to the achievement of the Gatsby Benchmarks of good career guidance<sup>12</sup>. It recognised the need for leadership skills and specialist knowledge to deliver a complex set of activities involving a wide range of stakeholders including employers and education providers. The strategy described Careers Leaders as needing to be sufficiently senior to operate strategically at the heart of the school rather than the periphery and to be energetic and committed with the appropriate skills and experience. It was envisioned that Careers Leaders would have backing from the governors and senior leadership team and work with subject teachers to embed careers in the curriculum.

Three immediate actions relating to Careers Leadership were announced: schools were expected to publish the name and contact details of the Careers Leader on their website from September 2018; Gatsby and The Careers & Enterprise Company would work together to produce guidance to schools and colleges on Careers Leaders; and providers were invited to submit bids to develop Careers Leader training programmes, backed by a £4 million fund.

Embedding Careers Leaders across every school and college was an ambitious goal given the starting point, and the strategy acknowledged that "We have some way to go to achieve this"<sup>13</sup>.

The statutory guidance from Government and the practical guidance from The Careers & Enterprise Company and Gatsby aimed to support schools to achieve the goal, providing a steer on who should take on the role and what it should encompass.<sup>14, 15</sup> In outlining effective models of structuring the Careers Leader role and a detailed list of responsibilities, the practical guide aimed to promote a level of consistency and common standards to enable schools to achieve a step change in career guidance.

## The research aims

The Gatsby Charitable Foundation and The Careers & Enterprise Company co-funded and commissioned this research to find out how the Careers Leader role is being delivered in practice, how it is making a difference to career guidance and what further support is needed to embed the role in schools. The motivation for surveying Careers Leaders during the first year of the policy is to provide an evidence base on which headteachers, governors, The Careers & Enterprise Company, the Gatsby Foundation, the Government and others can develop strategies to bolster the role and achieve success.

Through this work we hope to be able to help school leaders to work effectively with their Careers Leaders, ensuring they have enough time, resources and support to deliver good career guidance to all their students.

12. Department for Education. (2017). *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017

13. Department for Education. (2017). *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017 (p.23)

14. Department for Education. (2018). *Careers guidance and access for training and education providers: Statutory guidance for governing bodies, school leaders and school staff*. DFE-00002-2018.

15. The Careers & Enterprise Company & Gatsby Charitable Foundation. (2018). *Understanding the role of the Careers Leader: A guide for secondary schools*. London: The Careers & Enterprise Company.



**Career guidance is a complex activity involving partners both inside and outside school whose activities need skilled orchestration. Careers Leaders are the conductors of the orchestra and it is critical that they have the full support of policymakers as well as the leaders in the school.**

Sir John Holman

## The research methods

This report is based on a survey of 750 Careers Leaders in secondary schools in England which took place in March and April 2019. The schools of the Careers Leaders who participated are broadly representative of all state-funded secondary schools in England, including special schools, providing a clear picture of Careers Leaders across the country, noting that survey respondents are often slightly more engaged or concerned about a topic than non-respondents. The survey covered a wide range of topics about Careers Leaders including their professional background, the scope of their role, position within the school, training and qualifications and their attitudes towards career guidance and how it has changed. Colleges as well as schools are expected to have a Careers Leader. We plan to carry out separate research with colleges in the future. Colleges have more established careers services, particularly large colleges.

The data were collected by QRS Market Research and analysed by researchers from The Careers & Enterprise Company with guidance from the steering group<sup>16</sup>. Data held by The Careers & Enterprise Company were merged with the survey data to understand how the delivery of careers leadership varied according to the wider context. This included schools' membership of the Enterprise Adviser Network and Careers Hubs and results from completion of Compass<sup>17</sup>, a tool that schools use to assess their careers provision across the eight Gatsby Benchmarks of good career guidance<sup>18</sup>.

A small number of illustrative case studies were carried out with Headteachers and Careers Leaders to provide real-life examples of schools starting to embed the Careers Leader role. The case studies were carried out by telephone in June 2019.

## Outline of the report

The report describes the Careers Leader workforce exploring how schools have established the role, where Careers Leaders fit within the structure of the school and the extent to which career guidance is improving as a result of their role. The report is structured around the following themes: professional background and other roles held by Careers Leaders; seniority and models of leadership; delivery of Careers Leader tasks; time; training and challenges. The section that follows reflects on the achievements, challenges and actions needed for ongoing success.

The percentages and values from the survey data are shown in the tables and charts are based on data weighted to account for non-response so that the results are representative of secondary schools and special schools in England.

Where the results for one group of respondents are compared against the results for another group, any differences discussed are statistically significant at the 95 percent probability level, unless otherwise stated. This means that we can be 95 percent confident that the differences observed are genuine differences, and have not just occurred by chance.

16. The steering group comprised academic and sector experts in career guidance. The names are provided within the acknowledgements.

17. <https://compass.careersandenterprise.co.uk/info>. This report refers to the number of Benchmarks achieved (out of eight) and whether each of the eight Benchmarks is achieved.

18. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

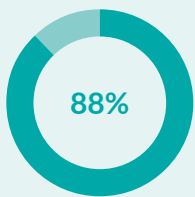
# 2 | The position of Careers Leaders in schools

## Positivity and commitment

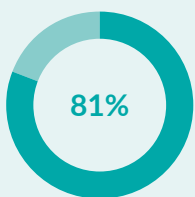
Careers Leaders were overwhelmingly positive about the progress and impact of career guidance in their school. Most importantly, 88 percent think that they are having a positive impact on the careers and education outcomes of young people. Also, the majority of Careers Leaders (81%) are positive about the future of careers provision in their school and three-quarters (75%) think careers provision in their school has improved since the Careers Strategy. More established Careers Leaders were slightly more positive in their attitudes about impact and the future of career guidance in their schools suggesting that effectiveness increases as Careers Leaders become established.

### Figure 1: Attitudes towards career guidance in own school

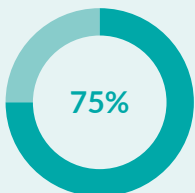
% agree or strongly agree



My role as a Careers Leader has a positive impact on young people's career and education outcomes



I feel positive about the future of careers provision in my school



Careers provision in my school has improved since the Careers Strategy<sup>16</sup>

Careers Leaders appear to have embraced the Gatsby Benchmarks both as the measure of good career guidance and as an approach to guide their practice. Bar one individual, all the Careers Leaders had heard of the Gatsby Benchmarks and 94 percent said that they had helped them to improve career guidance in their school. Based on linked survey and Compass data, 91 percent of the Careers Leaders responding to the survey had completed the Compass tool. This is a little higher than the national figure of 85 percent at a similar point in time which shows that Careers Leaders were slightly more likely to take part in the survey if they were already engaged in completing Compass.

Unweighted base = 750

## Professional background and other roles

Previous research shows that schools vary widely in how they deliver careers leadership<sup>19</sup>. Careers Leaders come from a range of professional backgrounds and bring different qualifications, experience and skills. How a school chooses to position their Careers Leader will depend not only on their own background but also the school's current staffing, pupil characteristics, resources, leadership and governance. This chapter reports how schools are delivering the Careers Leader role mid-way through the first year of the policy, exploring the evidence for effective practice and where there are barriers.

The survey was completed exclusively by staff who identified themselves as performing the role of Careers Leader and over half of them (55%) use that job title<sup>20</sup>. Most Careers Leaders are either from a teaching or a career adviser background. A little over half (58%) have Qualified Teacher Status and 18 percent hold a qualification in career guidance at Level 6 (12%) or Level 7 (6%)<sup>21</sup>. Of those with a career guidance qualification (27%) these are mainly at Level 6 (46%) but also at Level 7 (21%), Level 4 (21%) and Level 3 (12%)<sup>22</sup>. There was a small amount of overlap among the Careers Leaders in the survey, with 4 percent qualified as both teachers and career guidance counsellors, leaving around one-fifth from other professional backgrounds.

The variety in professional qualifications is reflected in the wide range of other roles that Careers Leaders perform within the school. Careers Leaders are rarely only that – the vast majority (83%) hold at least one additional role and some report more. One-fifth of Careers Leaders (22%) have two additional roles and a quarter (25%) have three or more. Performing additional roles is related to the seniority of Careers Leaders. Careers Leaders who are senior leaders are most likely to have other roles (97%), followed by middle leaders (89% of whom had additional roles), and Careers Leaders at coordinator level who are least likely to have other roles (67%). There was also a relationship between the size of the school and the role of the Careers Leader. Careers Leaders with additional roles worked in schools with fewer pupils on average (mean average=732 pupils) compared to those without additional roles (mean average=974 pupils).

## Networks and memberships

The vast majority (85%) of Careers Leaders are members of careers-related networks. Most frequently, this is the Enterprise Adviser Network<sup>23</sup>, networks within Local Enterprise Partnerships and local authorities and Careers Hubs<sup>24</sup>, which are largely coordinated by The Careers & Enterprise Company. A substantial proportion of Careers Leaders are also members of the Career Development Institute (26%)<sup>25</sup>.

19. Andrews, D. & Hooley, T. (2019). *Careers leadership in practice: a study of 27 careers leaders in English secondary schools*, British Journal of Guidance & Counselling.

20. We do not know from this research what proportion of schools do not have a named Careers Leader.

21. A further nine percent reported holding career guidance qualifications at Level 3 or Level 4 which is below the level required in statutory guidance. Department for Education (2018). *Careers guidance and access for training and education providers: Statutory guidance for governing bodies, school leaders and school staff*. DFE-00002-2018.

22. Levels 3 and 4 are not generally recognised as career guidance qualifications.

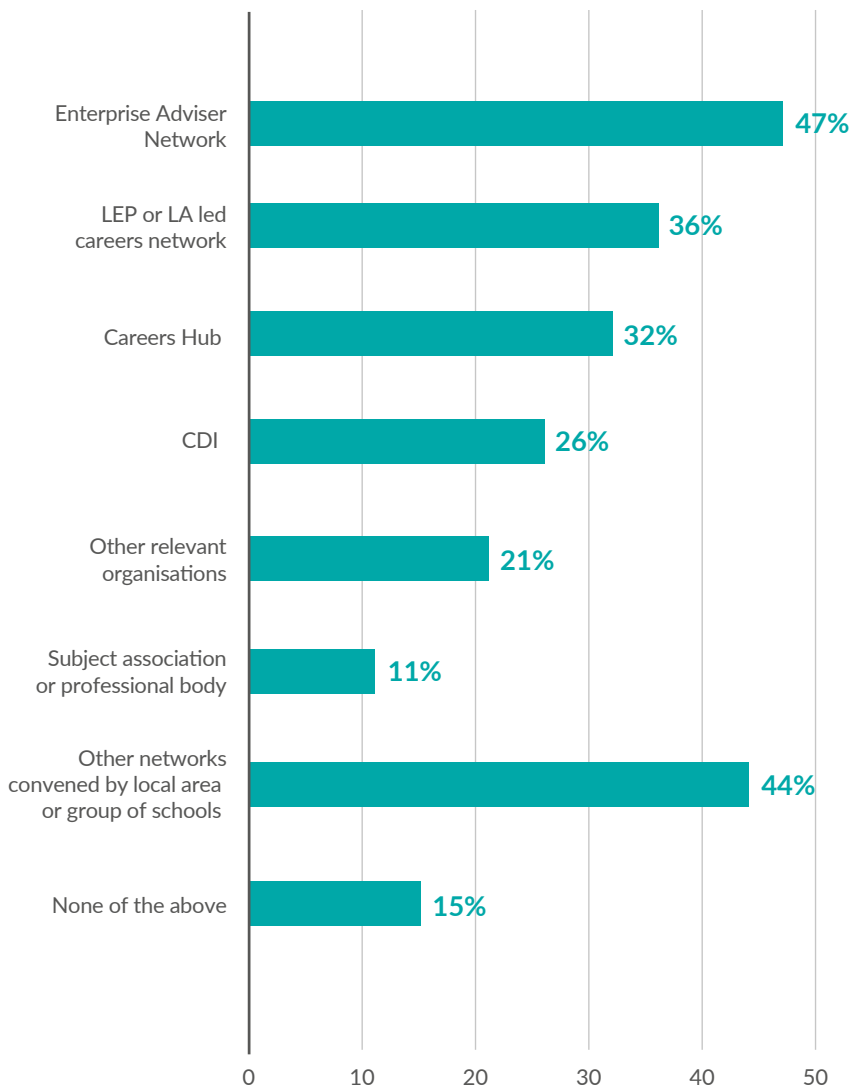
23. Interestingly, when the survey data was linked by school URN to the Enterprise Adviser Network database, 75% of Careers Leaders were in schools that are part of the network. It is possible that some Careers Leaders indicated membership of the EAN under 'LEP networks' since Enterprise Coordinators are co-funded by LEPs.

24. The linked data indicated that 19% of the Careers Leaders were in schools that are part of The Careers & Enterprise Company wave 1 Careers Hubs, so the Careers Leaders may have included other types of hubs here.

25. <https://www.thecdi.net/>

Most Careers Leaders are members of more than one network: 21 percent named two, 17 percent named three, 12 percent named four, and five percent named five or more networks. More established Careers Leaders (those appointed before 2018/19) were in slightly more networks, on average, than recent appointees<sup>26</sup>.

**Figure 2: Membership of networks**



Unweighted base = 750



26. The average was 2.6 for those appointed before 2018/19 and 2.1 for those appointed in 2018/19.

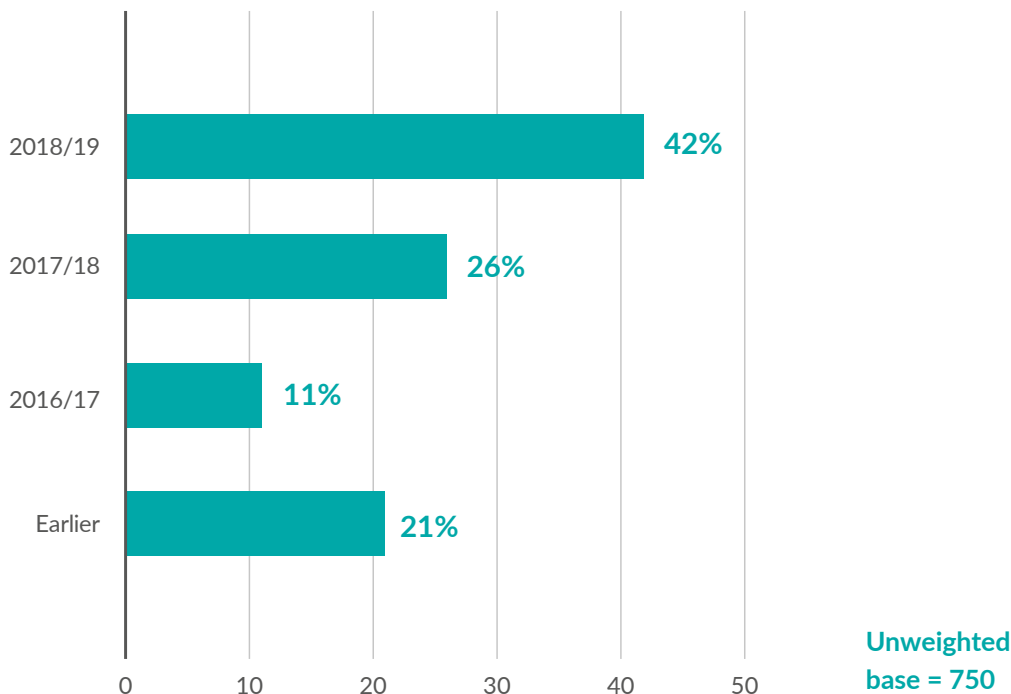


### Other roles

A variety of additional roles are performed by Careers Leaders across schools. About a third are subject teachers (33%). Next most common are work experience coordinators (22%) and careers advisers (16%), which are roles that deliver career guidance. Careers Leaders are also departmental or faculty heads in pastoral roles, and a small minority are SENCOs, librarians and business managers. The survey listed 21 options of other roles and at least one Careers Leader responded to each. On top of this, 36 percent of Careers Leaders say they have other roles that weren't listed (including exams officer, inclusion coordinator and pastoral support officer).

Careers Leaders also vary greatly in how long they have been in role but the majority of the appointments (68%) have been made across the 2017/18 and 2018/19 academic years, aligning with the introduction of the Careers Strategy. While a third of schools (32%) were fortunate to have a Careers Leader (or equivalent) already in post prior to the Careers Strategy, the scale of more recent appointments is considerable and demonstrates a significant commitment by schools to secure this role as part of their structure.

**Figure 3: Year appointed as Careers Leader**



The majority of schools (82%) appointed Careers Leaders from existing staff, with a fairly even split between those who were previously in career-related roles and non-career-related roles. Just over half (55%) were asked to take on the Careers Leader role and 27 percent applied.



## Case Study

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### Addey and Stanhope School, Lewisham

Addey and Stanhope School is a co-educational, voluntary-aided 11-16 school in South East London, with approximately 600 pupils on roll.

The Careers Leader is Jake Armstrong. He is a qualified teacher who joined the staff four years ago, as a teacher of computing and business studies. Shortly after Jake started at the school the headteacher instigated a re-structuring. One of the aspects of the school she identified as an area for improvement was the careers provision and she asked Jake to take on the role. He had already got involved in setting up several projects related to careers and enterprise, and had contributed to a recent careers fair.

Jake describes his position in the school as being between a curriculum leader and an assistant head. He is a member of the senior leadership team and is now paid on the leadership spine. Jake combines the role of Careers Leader with being the lead for the business and vocational programmes within the school, plus he also line manages the computing, modern foreign languages and PE departments. He is now in his third year in the role so his appointment predated the careers strategy.

Jake's line manager is the Deputy Head and he also reports directly to the Headteacher for some aspects of his job. He estimates that he is allocated half a day to a day per week for the Careers Leader role and he has access to support from a part-time administrator who is also PA to three Assistant Heads. Jake has a link governor for careers, to whom he reports each term on average.

Jake has completed the careers and employability leaders programme provided by Teach First and is very clear that the school would not have been able to make the rapid progress against the benchmarks that it has achieved in a fairly short period of time without the support provided through that training. He describes the programme as a catalyst for change. A key element was the emphasis on writing and implementing a careers strategy for the school, identifying strengths and weaknesses and planning next steps. The strategy feeds into the school development plan where careers programme is a priority area. Other features Jake highlighted as being of great benefit were the opportunities to share practice with other Careers Leaders on the programme and the continued networking that has been maintained after the end of the course.

The school is well on the way to fully achieving all eight Gatsby benchmarks. Jake has established strategic partnerships with a number of different stakeholders including employers, post-16 providers and universities. He is now focussed on integrating the careers curriculum into all departments and on delegating some elements of the careers programme to colleagues so that the careers programme can be sustained.

**“Preparing our students for the world of work and making sure they make informed decisions about their future career paths is at the heart of what we do at Addey and Stanhope School. We have seen the improvements in attainment that a renewed focus can give our young people and we are committed to widening our partnerships with employers. Having a dedicated and senior lead to take on this role is a strategic decision which enables the exemplary programme we have established.”**

**Jan Shapiro, Headteacher, Addey and Stanhope School**

## Seniority and models of leadership

The guide for secondary schools<sup>27</sup> set out three models for organising careers leadership, drawing on existing best practice.

- 1** | **Middle Careers Leader reporting to the senior leadership team.** This could be a teacher or non-teaching member of staff who is line managed with a senior leader with overall responsibility for careers. The role would be combined with other responsibilities.
- 2** | **Senior Careers Leader.** A member of the senior leadership team with direct responsibility for careers. Under this model, the Careers Leader would be expected to have another staff member to whom they could delegate tasks.
- 3** | **Multi-school leadership.** The individual is a Careers Leader at a senior or middle leader level for more than one school.



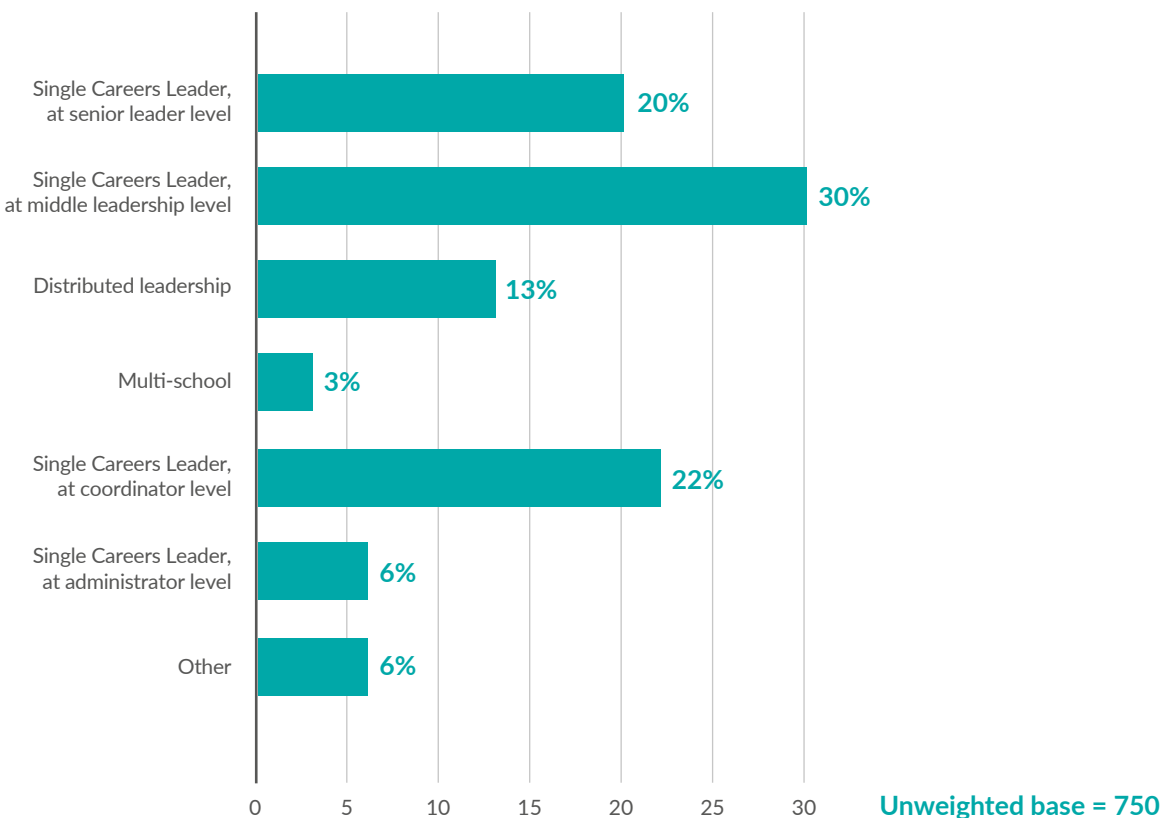
27. The Careers & Enterprise Company & Gatsby Charitable Foundation. (2018). *Understanding the role of the Careers Leader: A guide for secondary schools*. London: The Careers & Enterprise Company.

Case study research with 27 English secondary schools identified additional models of careers leadership including the distribution of leadership across more than one staff member in a school and the outsourcing of careers leadership<sup>28</sup>.

The survey showed that two-thirds of schools (66%) are adopting one of these suggested models. In line with the case study findings, the most common model (30%) is a single Careers Leader at middle leadership

level, followed by a single Careers Leader at senior level (20%). In 13 percent of schools, careers leadership is distributed across senior and middle leaders and a minority of schools (3%) had a Careers Leader who worked in at least one other school. The remaining third of schools have not yet appointed a Careers Leader at a leadership level. In these schools, career guidance is led by a staff member at coordinator or administrator level.

**Figure 4: Careers Leader model<sup>29</sup>**



28. Andrews, D. & Hooley, T. (2019): *Careers leadership in practice: a study of 27 careers leaders in English secondary schools*, British Journal of Guidance & Counselling.

29. The outsourcing model is not listed separately in the table because the two percent of Careers Leaders operating in this way also identified with one of the other categories. For example, three Careers Leaders were external consultants but also the sole Careers Leader at middle leadership level within the school selected for the survey.

## Engagement with the senior leadership team

A key enabler to the effectiveness of the Careers Leader is having backing from the senior leadership team<sup>30</sup>. It is encouraging to see from the survey that two thirds of Careers Leaders (65%) think that career guidance has increased in priority for the senior leadership team since the Careers Strategy. One-third (34%) thought that it had stayed the same and two percent thought it had reduced in priority. The Careers Leaders who had been in post for a couple of years or more were more likely to perceive the priority of career guidance to have stayed the same, suggesting that these schools were already focusing on it<sup>31</sup>.

When asked to list potential barriers to delivering the Careers Leader role, explored in more detail later in the report, only 16 percent identified engagement from senior leadership as a barrier. Interestingly, a higher

proportion (43%) thought that lack of engagement from teaching staff was a barrier indicating that Careers Leaders recognise the importance, and challenge, of engaging the whole school in delivering good career guidance to their students.

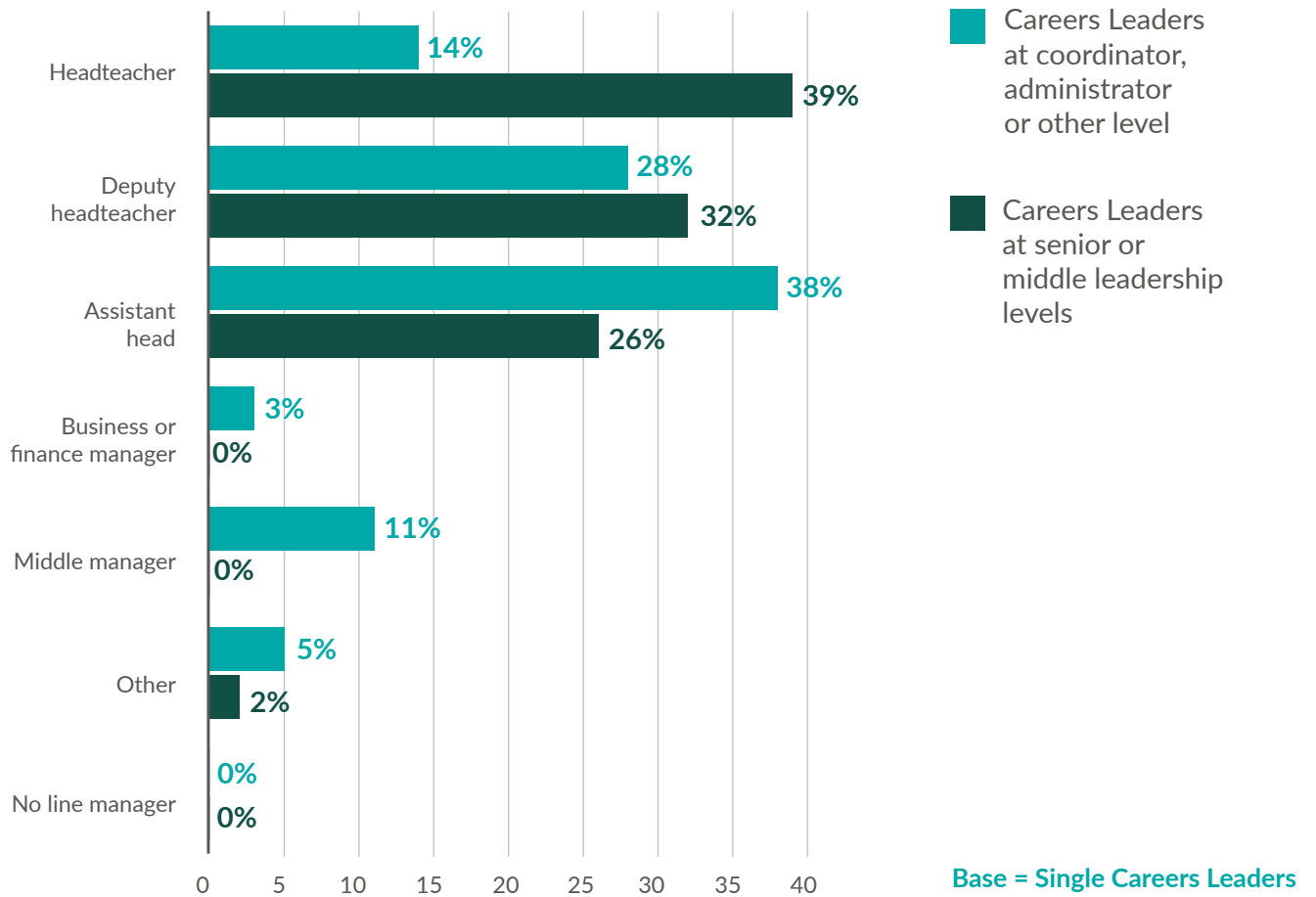
The seniority of the Careers Leader's line manager indicates the extent to which career guidance is at the heart of the school. The vast majority of Careers Leaders are line managed by staff at assistant head level or above. This applied to 98 percent of the Careers Leaders at middle or senior leadership level. Focusing on the third of Careers Leaders who are not currently at middle or senior leadership levels themselves, it is encouraging that as many as 81 percent are line managed by a member of the senior leadership team.



30. Hanson, J., Vigurs, K., Moore, N., Everitt, J., & Clark, L. (2019). *Gatsby careers benchmark north east implementation pilot: interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby.

31. 56% of Careers Leaders appointed in 2016/17 thought the priority had stayed the same and 50% of those appointed earlier. This compares to 26% of those appointed in 2018/19 and 24% of those in role since 2017/18.

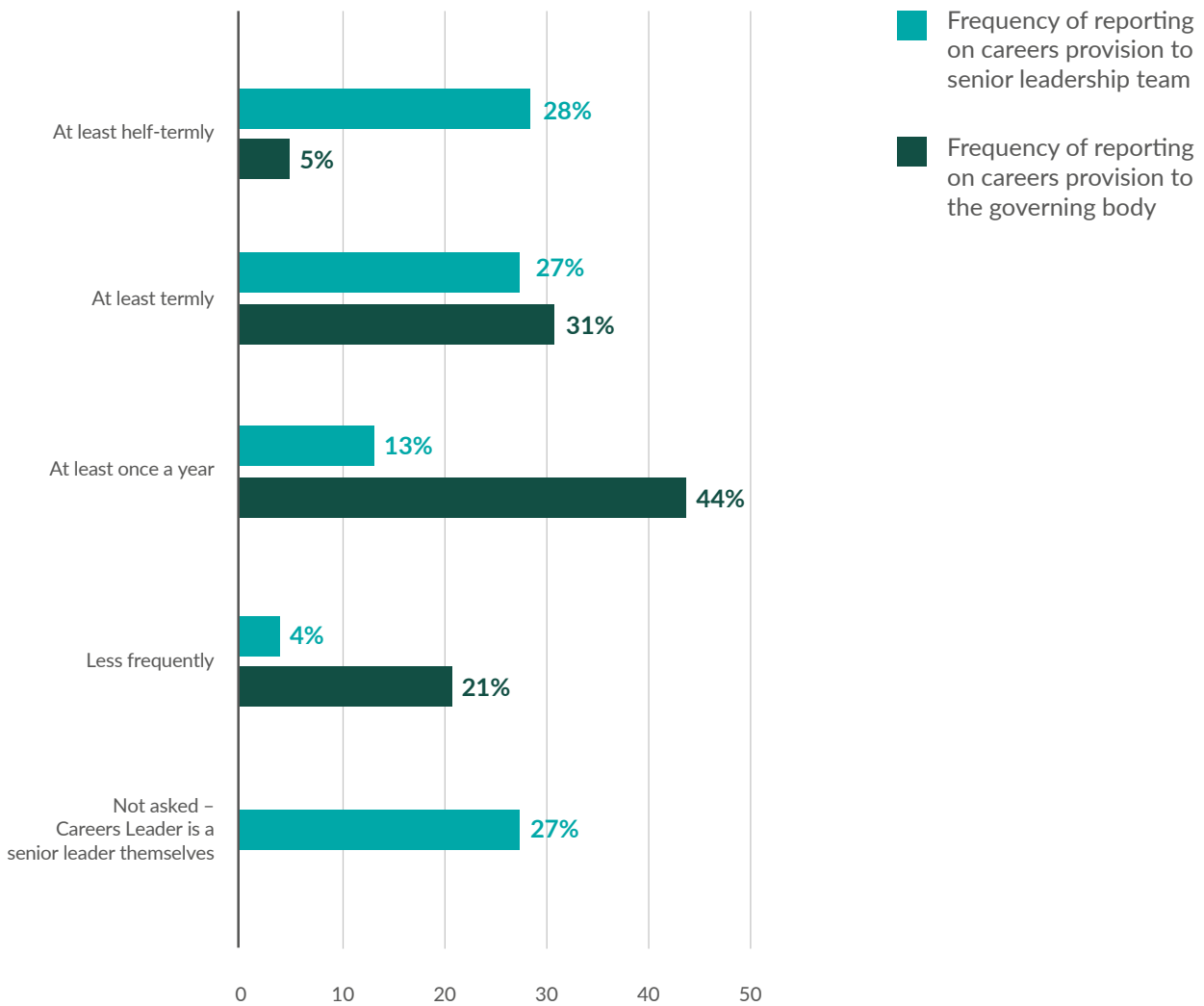
**Figure 5: Level of line managers**



The majority of Careers Leaders (83%) are either senior leaders or reported into the senior leadership team at least once a term.

Careers Leaders report to the governing body less frequently. Over a third (36%) of Careers Leaders are engaging with governors about careers at least once a term, but 44 percent only once a year and a fifth of schools are not yet involving governors regularly.

**Figure 6: Frequency of reporting on careers provision**



Unweighted base = 593

Unweighted base = 750

Base = The question was not asked of those who had a distributed leadership model.

## Case Study

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### Mowbray School, North Yorkshire

Mowbray School is a local authority maintained, co-educational, all age (2-16) special school catering for pupils with a wide range of needs including moderate, severe and complex learning difficulties and autistic spectrum conditions. It is located in the town of Bedale and takes pupils from a wide area of North Yorkshire and beyond. There are currently over 200 pupils on roll and the school will expand further next year when it opens a new primary base in Ripon.

The school's Careers Leader is Nigel Wilford, Assistant Head with responsibility for Preparation for Adulthood (PfA). The senior leadership team consists of five people: Headteacher, a Deputy Head; and three Assistant Heads. From the start of the current school year the team changed their responsibilities. In this reorganisation Nigel was assigned the role of Careers Leader as it fitted naturally with his responsibility for PfA. He had previously had some responsibility for careers as part of his then role as Assistant Head in charge of the secondary department, but other aspects of the role were undertaken by the teacher responsible for PSHE and the Headteacher.

The launch of the careers strategy conveniently coincided with the focus on PfA and with the change in Ofsted's inspection framework to concentrate more on the curriculum. The school views careers and PfA as the main driving force behind what it is trying to achieve for its pupils. Careers is not something to be added on, but central to the school's curriculum. The school has always considered the needs of its pupils as individuals and groups them not strictly by age but by ability and places them into pathways according to type of learner.

The school has embraced the Gatsby Benchmarks and has already started to implement significant improvements to the careers programme. Examples of recent innovations relate to Benchmark 6, experiences of the workplace. The school looks at individual pupils' circumstances. Some pupils go out on an extended work experience placement, usually organised as one day a week over a term. For a few pupils this has resulted in a job offer. For other pupils a placement with an employer would not be the best option so, instead, the school has recently taken out a lease on a shop in the town and pupils will experience a wide range of jobs associated with running the shop, which will sell products made in the school and on its farm. The school has also introduced occupational studies into its curriculum.

At Mowbray School leadership of careers is combined with responsibility for PfA and other senior leadership roles such as timetabling, and with a teaching commitment. It is estimated that on average four hours a week is spent on careers and some support is provided from the school office. The chair of governor has met with the Careers Leader and is very supportive of the developments in the school. The school has recently decided to work towards the Quality in Careers Standard.

**“Having a member of the senior leadership team drive the ambitions we have for our pupils, to be ready for the next stage in their life, is of significant benefit to both pupils and the community into which we are sending them. Seeing students flourish as a result of work placements and contact with local businesses is very fulfilling.”**

Jonathan Tearle, Headteacher, Mowbray School



## Pay

Careers Leaders are paid broadly in line with teaching staff salaries. Careers Leaders at senior leadership level were mostly commonly paid in the £50K+ category, middle leaders in the £40-50K range and coordinators and administrators in the £20-30K category. For comparison, the School Workforce Census<sup>32</sup> shows that leaders are typically paid £63,700 and class teachers in maintained secondary schools £38,000.

**Table 1: Annual salary (full-time equivalent) according to level of seniority**

£	Senior	Middle	Coordinator or administrator	All
Up to £20,000	0%	1%	14%	6%
£20,000 - £30,000	2%	21%	51%	27%
£30,000 - £40,000	8%	29%	17%	18%
£40,000 - £50,000	26%	36%	8%	21%
More than £50,000	45%	2%	2%	14%
Prefer not to say	19%	10%	10%	13%
Unweighted base	155	252	213	750

### Base = All respondents

International research shows that in some countries, such as Finland, Hong Kong, New Zealand and Switzerland, it is typical for a move to careers leadership to be accompanied by a pay rise<sup>33</sup>. In the survey, approximately a quarter of Careers Leaders (27%) received a pay rise when they took on the role of Careers Leader. For the majority (64%) there was no change in their salary<sup>34</sup>. Given that the majority of Careers Leaders were working in the same school prior to taking on the role (82%), it is likely that many took on additional responsibility in becoming the Careers Leader which may not have been reflected in their salary. It is also worth noting that for those Careers Leaders on the Teachers Main Grade scale, some schools are using Teaching and Learning Responsibility payments to acknowledge the responsibilities of the role (amounting to 15% of Careers Leaders overall).

32. Department for Education (2018). *School workforce in England: November 2017*.

33. Hooley, T., Watts, A.G., Andrews, D. (2015). *Teachers and careers: the role of schools teachers in delivering career and employability learning*. Derby: International Centre for Guidance Studies, University of Derby.

34. 3% reported that their salary went down and 5% did not wish to answer this question.



**Table 2: Salary scale currently paid on**

£	
Leadership spine	27%
Teachers Main Grade	24%
Higher level TLR for role as Careers Leader	5%
Lower level TLR for role as Careers Leader	10%
No TLR for role as Careers Leader	8%
Prefer not to say	1%
Other management grade	8%
Administrative/support staff grade	33%
No specific grade or scale	4%
Consultancy fee	0%
Prefer not to say	4%
Unweighted base	750

**Base = All respondents**

Middle leader Careers Leaders are paid more if they are qualified teachers. The most common salary band for those with Qualified Teacher Status is £40,000 - £45,000 compared to £25,000 - £30,000 for the middle leaders without QTS.

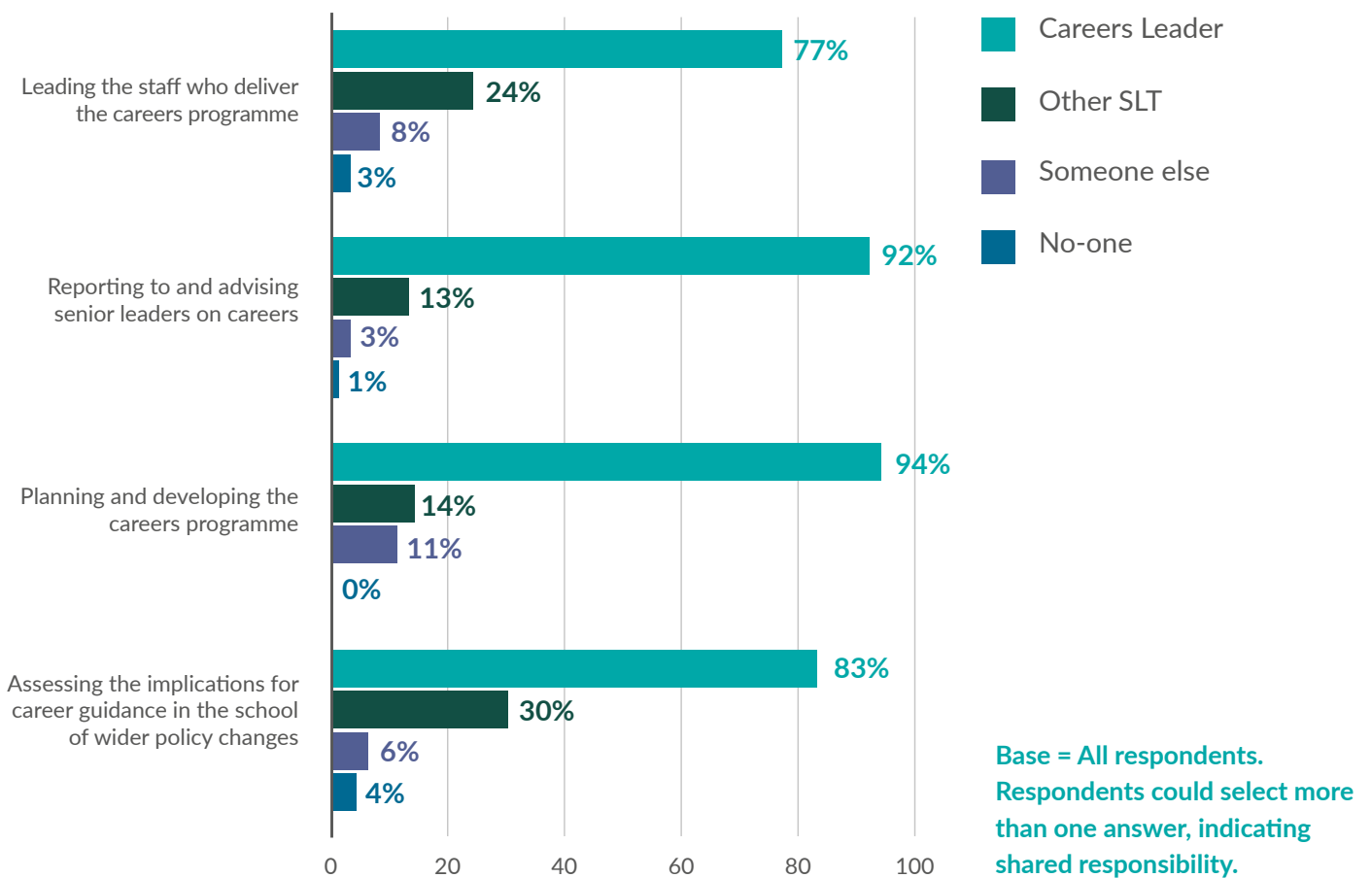


### Delivery of Careers Leader tasks

The practical guide for secondary schools set out four areas of responsibility for Careers Leaders – leadership, management, coordination and networking – broken down into 30 tasks<sup>35</sup>. In the survey, Careers Leaders were presented with 21 of these tasks and for each, asked to indicate who in the school delivers them. Encouragingly, the majority of schools are delivering all the Careers Leader tasks, in some cases, delivery was shared between Careers Leaders and other staff.

Looking first at the leadership tasks, responsibility for planning and developing the careers programme is taken by Careers Leaders in the overwhelming majority of schools (94%), sometimes involving the senior leadership team and other staff as well. The senior leadership team are most involved in assessing the implication of wider policy changes (30%) and leading the staff who deliver the careers programme (24%).

Figure 7: Who delivers the leadership tasks

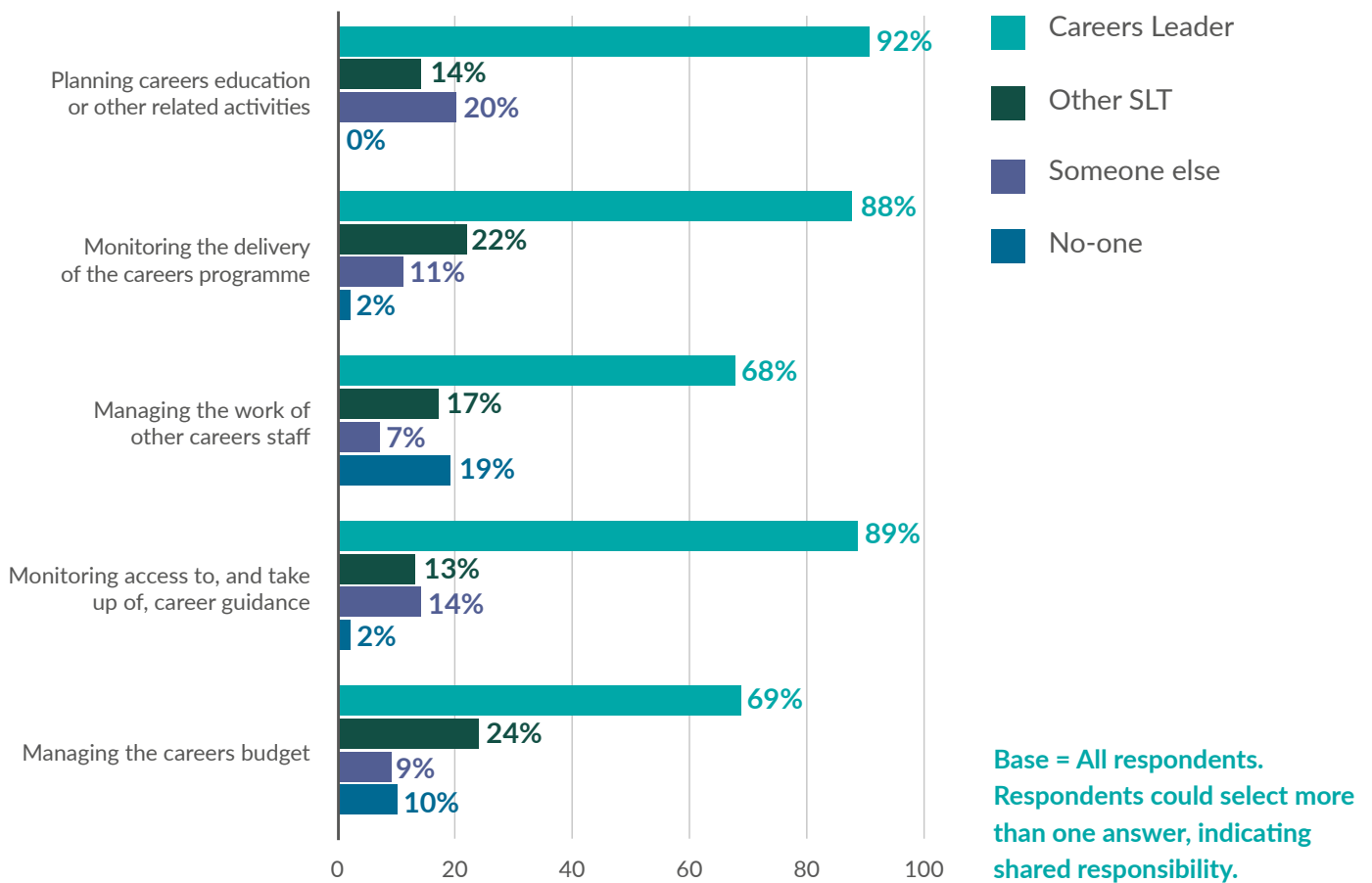


35. The Careers & Enterprise Company & Gatsby Charitable Foundation. (2018). *Understanding the role of the Careers Leader: A guide for secondary schools*. London: The Careers & Enterprise Company.

In nine out of ten schools, Careers Leaders plan careers education (91%), monitor career guidance (89%) and oversee the delivery of the careers programme (88%). In a fifth of schools (24%) the senior leadership team is involved in managing the careers budget and they also

play a role in monitoring the delivery of the careers programme (22%). In 19 percent of schools, no-one manages the work of other careers staff, possibly because there were no staff in this role. In 10 percent of schools no-one manages the careers budget<sup>36</sup>.

**Figure 8: Who delivers the management tasks**

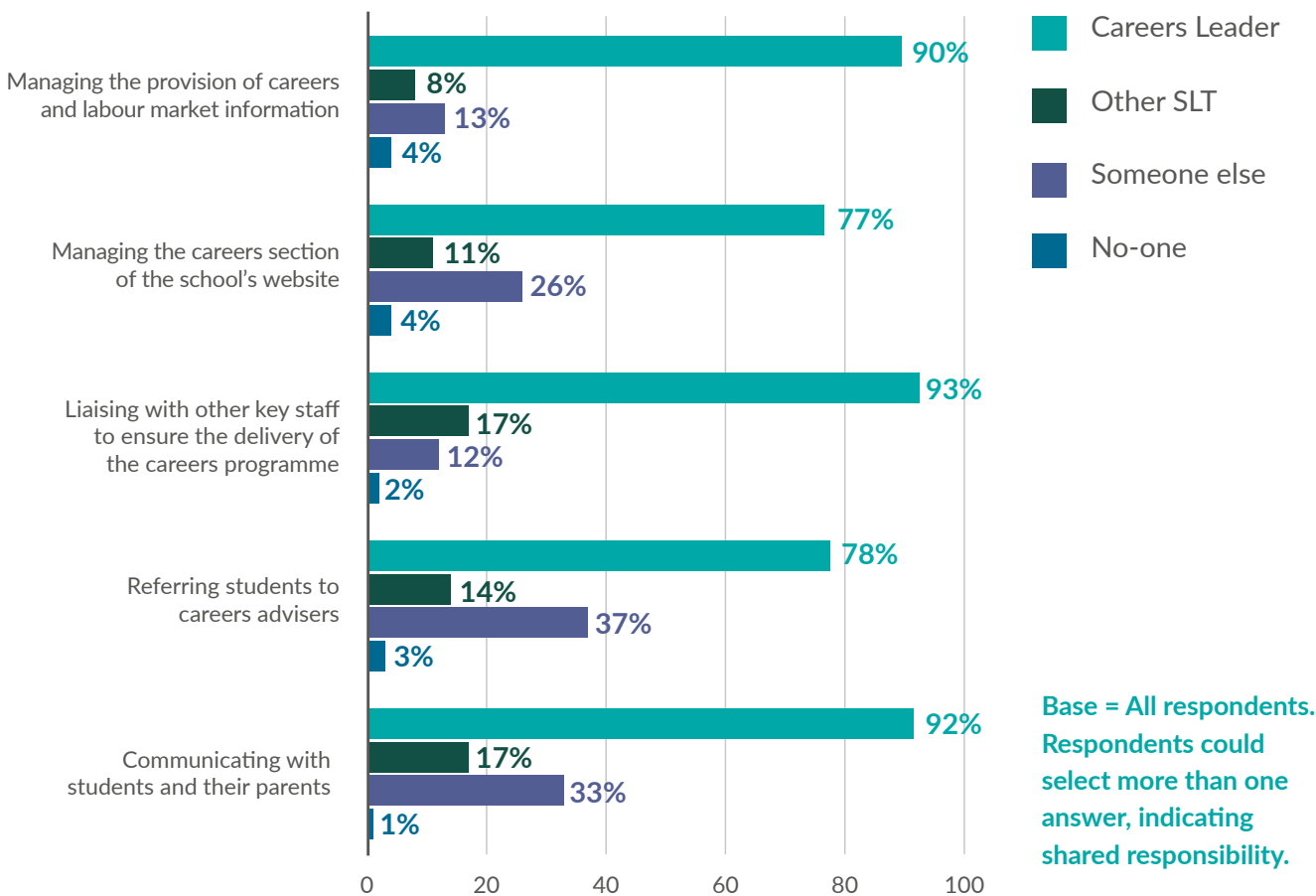


36. This is because the school does not have a budget for career guidance.

Coordination tasks involve staff other than the Careers Leader and senior leadership team to a greater extent than other tasks. For example, referring students to careers advisers is carried out by someone else in 37 percent of schools. The tasks of communicating with students and parents and managing the careers section of the school's website also often involve other staff,

most likely a careers administrator or coordinator. Nevertheless, Careers Leaders retain a strong role in coordination: 90 percent manage the provision of careers and labour market information, 93 percent liaise with other staff to ensure the deliver of the careers programme and 92 percent communicate with students and parents.

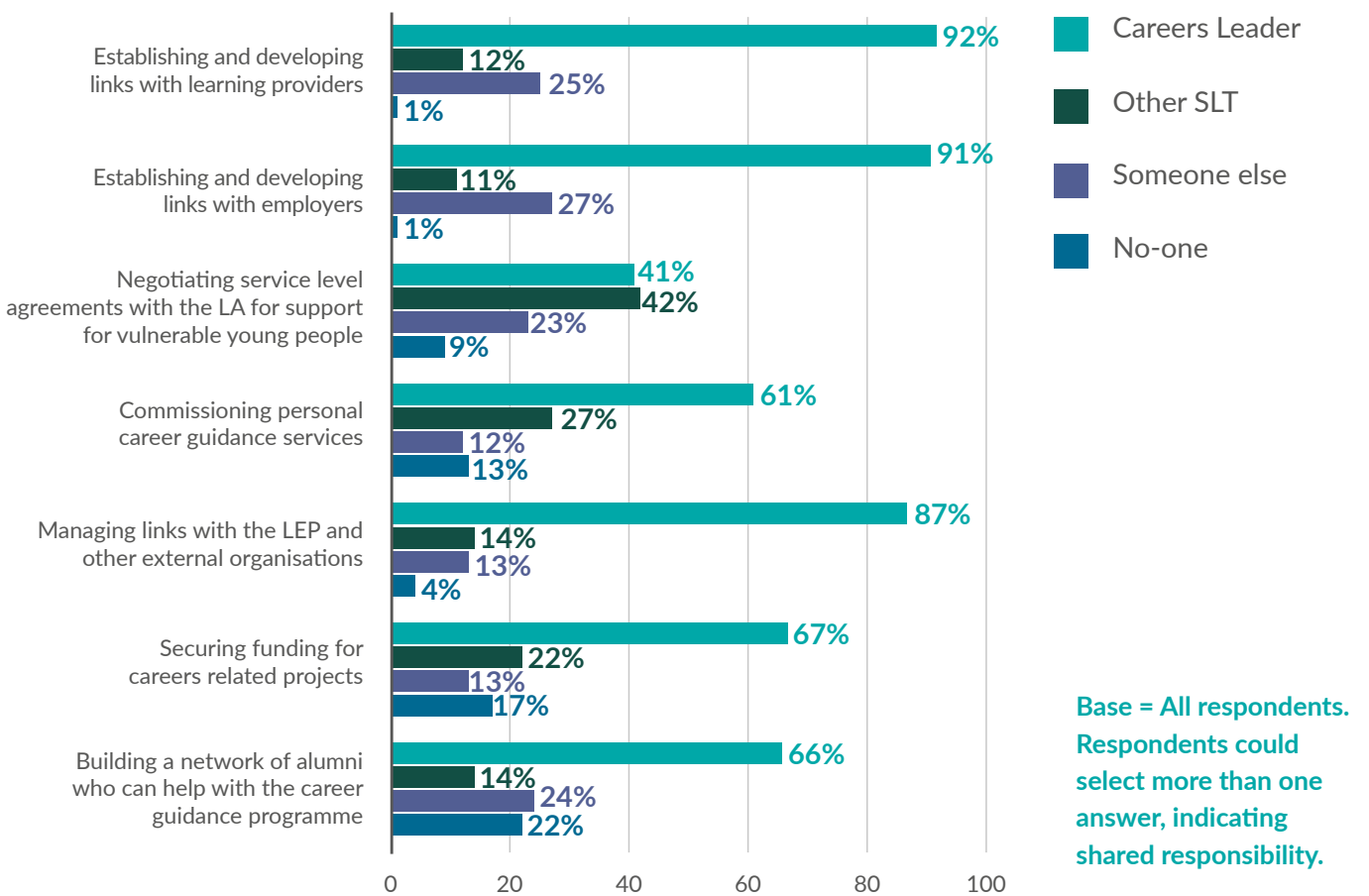
**Figure 9: Who delivers the coordination tasks**



The fourth set of tasks relates to networking and responsibility for their delivery is shared across staff members. Careers Leaders are most involved in establishing and developing links with learning providers (92%), employers (91%) and the LEP (87%). They are least involved in negotiating with the local authority over support for vulnerable young people (41%). Networking tasks that were least likely to be delivered in schools are building a network of alumni

(not carried out in 22% of schools), securing funding for careers related projects and commissioning personal guidance services (not carried out in 17% and 13% of schools respectively). Two-thirds (63%) of the schools not commissioning personal guidance services are either achieving or partially achieving Gatsby Benchmark 8 on personal guidance, suggesting that they may provide this service within the school.

**Figure 10: Who delivers the networking tasks**



## Time

### Hours per week for Careers Leaders

The guidance for secondary schools stated that Careers Leaders “require a substantial allocation of time” ideally bolstered by administrative support to carry out the routine tasks involved in setting up activities<sup>37</sup>.

The question of ‘how much time is enough’ will depend on a variety of factors such as the extent to which systems are well established in schools, the involvement of staff across the school, the size of the school and so on. The survey investigated how much time Careers Leaders currently commit to the role and explored whether time is associated with indicators of success.

The term-time weekly hours in Careers Leaders’ contracts varies widely from one hour to 40 hours. A little under half of Careers Leaders (44%) have a day or more per week contracted or allocated to the role. Thirty per cent have one or two hours per week and 26 per cent have between three and seven hours per week. The mean average contracted or allocated hours is 12.8.

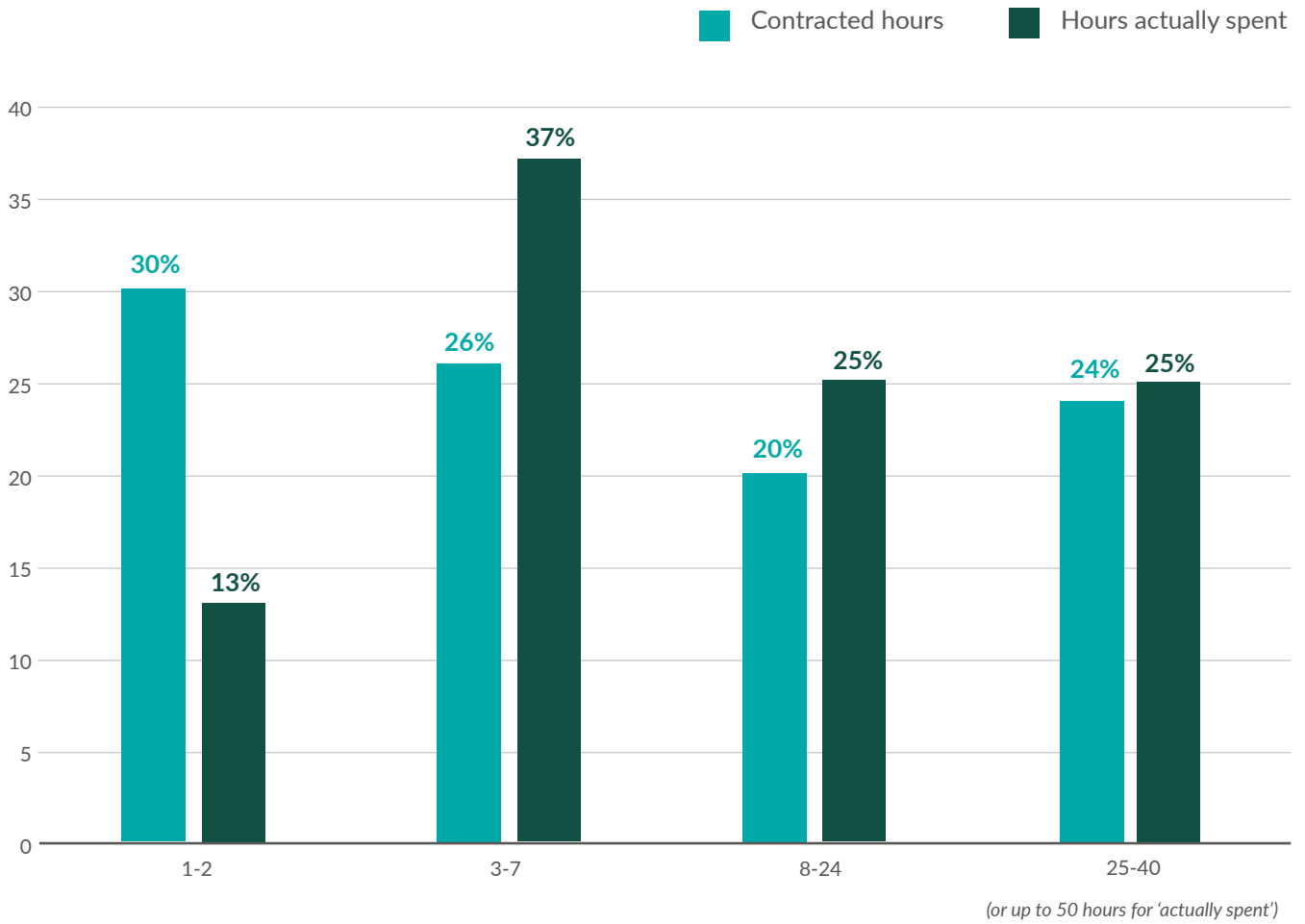
Interestingly, there isn’t a great deal of difference between the number of hours contracted and the number of hours that Careers Leaders report actually spending, possibly because the demands of Careers Leaders’ other roles limit what they can give.

On average, Careers Leaders spend two hours a week over and above what is in their contract (mean average of 14.5 hours).

Comparing these findings to a national survey of careers coordinators that took place ten years ago, there has been an increase in the time dedicated to careers coordination in schools (McCrone et al, 2009). In 2009, careers coordinators spent on average 7.4 hours per week on career guidance, and in 2019 Career Leaders are spending almost double at 14.5 hours, reflecting the increased prioritisation and effort schools are committing to career guidance for their students.

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37. The Careers & Enterprise Company & Gatsby Charitable Foundation. (2018). *Understanding the role of the Careers Leader: A guide for secondary schools*. London: The Careers & Enterprise Company.

**Figure 11: Hours for Careers Leaders in term time**

Unweighted base = 750

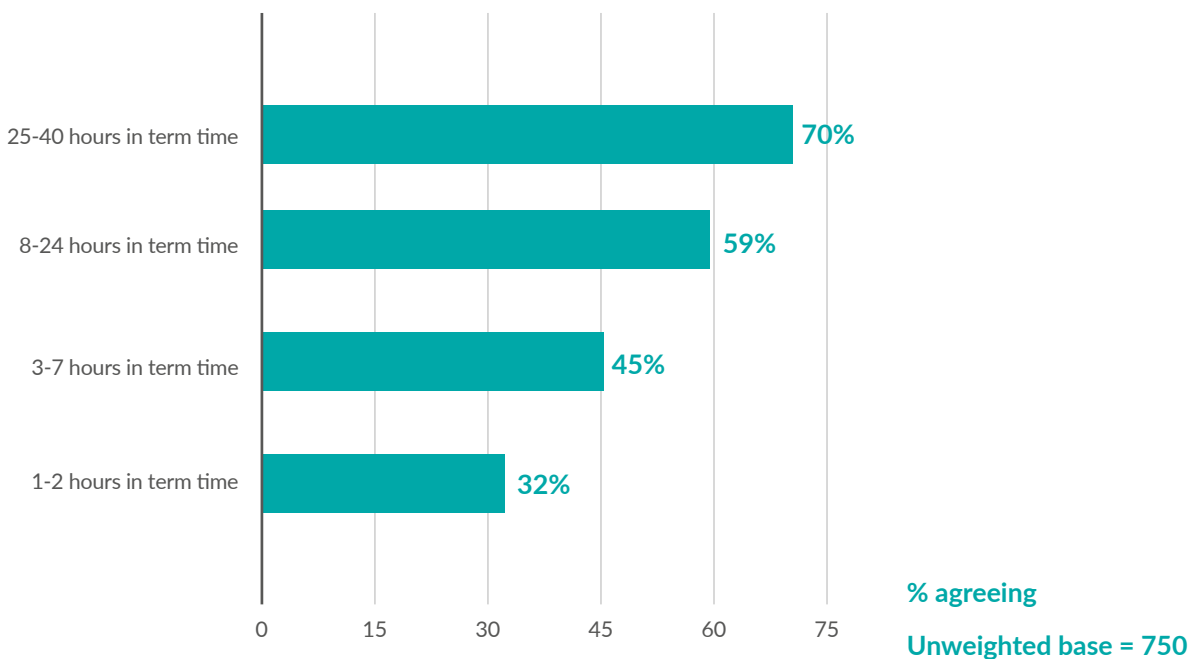
### Perceived lack of time

Despite the increase in the amount of time given to career guidance over the past ten years<sup>38</sup>, what has not changed is the perception that the time available is insufficient. In the current survey, 63 percent of Careers Leaders think that time is a barrier to delivering the role effectively and time stood out as the most important barrier among others.

The Careers Leaders who were appointed before the 2018/19 academic year were asked about the change in workload since the Careers Strategy, and understandably given the renewed focus on career guidance, 75 percent agree that their workload relating to careers had increased over this time. Perceiving an increase in workload was not related to seniority nor to the contracted number of hours.

Interestingly, the Careers Leaders who perceived an increase in workload since the Careers Strategy were also statistically significantly more likely to agree that careers provision had improved in their school. It is possible that the increased workload related to careers was accompanied by an expansion in Careers Leader contracted hours or administrative support, or a reduction in work associated with other elements of their role.

**Figure 12: I can do a good job in the time allocated to the role**



38. The Careers & Enterprise Company & Gatsby Charitable Foundation. (2018). *Understanding the role of the Careers Leader: A guide for secondary schools*. London: The Careers & Enterprise Company.



## Case Study

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### Parkstone Grammar School, Poole, Dorset

Parkstone Grammar School is a selective, 11-18 academy with approximately 1,250 girls on roll.

Julia Wilkinson is Head of Careers and Employability. Julia was initially appointed to the role of careers coordinator in December 2014, having previously been a police officer for 23 years and then a mentor in a different school for 14 months. The Headteacher commented that Julia was selected for the job because of her passion, commitment and enthusiasm for the role. The school immediately invested in her training, to enable her to gain the knowledge, understanding and skills of career guidance to fulfil the role. Initially Julia completed the NVQ Level 3 in advice and guidance; she then progressed on to the full Level 6 Diploma in Career Guidance and Development, which she completed in September 2017.

When studying for the diploma Julia selected the three optional units that make up the Certificate in Careers Leadership. By the time the careers strategy was launched, in December 2017, Julia was working in the dual roles of careers coordinator and careers adviser. She presented a report to the Headteacher, reviewing the school's current provision against the Gatsby Benchmarks and other elements of the strategy and identifying areas for development. She also proposed that she should be appointed to the role of Careers Leader: a proposition that was accepted by the Headteacher. The school continued to support further training to equip Julia to take on this additional responsibility. In the summer of 2018 she attended a one-day introduction to careers leadership course provided by the Career Development Institute (CDI) and she has since registered for the Level 7 Postgraduate Award at Warwick University, funded through the Careers & Enterprise Company's Careers Leader training programme.

The school has achieved the Quality in Careers Standard and in 2018 Julia received the Careers Leader of the Year award at the CDI's UK awards ceremony.

**“At Parkstone we place an exceptionally high value on ensuring that the students in our care have the best possible advice available to them as they make their decisions about their futures. In the ever changing working environment that they will enter it is vital that we invest in providing this advice by ensuring our staff are well trained and equipped to be able to support them. At a time when education funding has been at its most challenging we have invested in developing our careers advice provision and also in the training of our staff. Fortunately we have highly motivated staff like Julia who are willing to seek out the best opportunities and guidance for our students and continue to strive for an ever improving service that we can offer.”**

David Hallsworth, Headteacher, Parkstone Grammar School.

## The importance of time

Even though it is not possible to specify a set number of hours that are necessary for Careers Leaders to deliver their role effectively, there were three pieces of evidence from the survey that more time dedicated to the role has benefits.

Firstly, the number of contracted hours is associated with Careers Leader perceptions of whether they 'can do a good job in the time allocated to the role'. Among the Careers Leaders with 1-2 hours for the role, one third (32%) agreed with this statement. The proportion agreeing that they could do a good job increased with the number of hours, rising to 70 percent agreement among the Careers Leaders with 25-40 hours a week.

Secondly, the Careers Leaders who strongly agreed that they could do a good job in the time allocated to the role achieved more Gatsby Benchmarks on average (3.5) compared to those who strongly disagreed (2.3).

Thirdly, and most importantly, the amount of time spent on career leadership was associated with achievement of the Gatsby Benchmarks. The combined hours of Careers Leaders and administrators supporting careers were positively associated with the scores on seven of the eight Gatsby Benchmarks<sup>39</sup>. Looking across the Compass results, a shift from 3-4 hours of combined time to 35 hours was equivalent to similarly-sized schools achieving, on average, one extra benchmark.

Careers Leader time on its own was also linked to Benchmark achievement, but the combined time was a more powerful determinant. This finding supports two important messages.

1. Time and resource for leadership and delivery are vital for schools to achieve the Gatsby Benchmarks.

2. Careers Leaders need sufficient time to lead but they also need the input of other staff to deliver career guidance activities.

The relationship between Careers Leader time and administrator time raises the question of whether one can compensate for the other. The evidence from the survey was that broadly speaking, the amount of administrator time increases as Careers Leader time increases, although this relationship is weak and non-linear. Schools do not appear to substitute time for Careers Leaders with administrator support and the evidence suggests that this approach would probably be ineffective since both leadership and delivery are important for effective career guidance.

## Training and qualifications

Prior to September 2018, the opportunities for Careers Leaders to access training for the role or to gain relevant qualifications were disparate. Short non-accredited courses were offered by a range of professional bodies, local authorities, career companies and private providers. A handful of universities (including Canterbury Christ Church University and The University of Derby) provided accredited Certificate and Diplomas courses in careers education and guidance and the Career Development Institute (CDI) offered accreditation in careers leadership in the form of a certificate based on three optional units from the Level 6 Diploma in Career Guidance and Development<sup>40</sup>.

Against this backdrop, Teach First designed the Careers and Employability Leadership Programme (CELP) to establish Careers Leaders in schools<sup>41, 42</sup>.

39. The one Benchmark where no statistically significant association was found was Benchmark 4 – careers in the curriculum.

40. <http://www.the CDI.net/Certificate-in-Careers-Leadership>

41. Hooley, T., Dodd, V., & Shepherd, C. (2016). *Developing a new generation of Careers Leaders: An evaluation of the Teach First Careers and Employability Initiative*. Derby: International Centre for Guidance Studies, University of Derby.

42. Gadsby, B. and Loftus, K. (2017). *Impossible? Improving careers provision in schools*. Teach First.

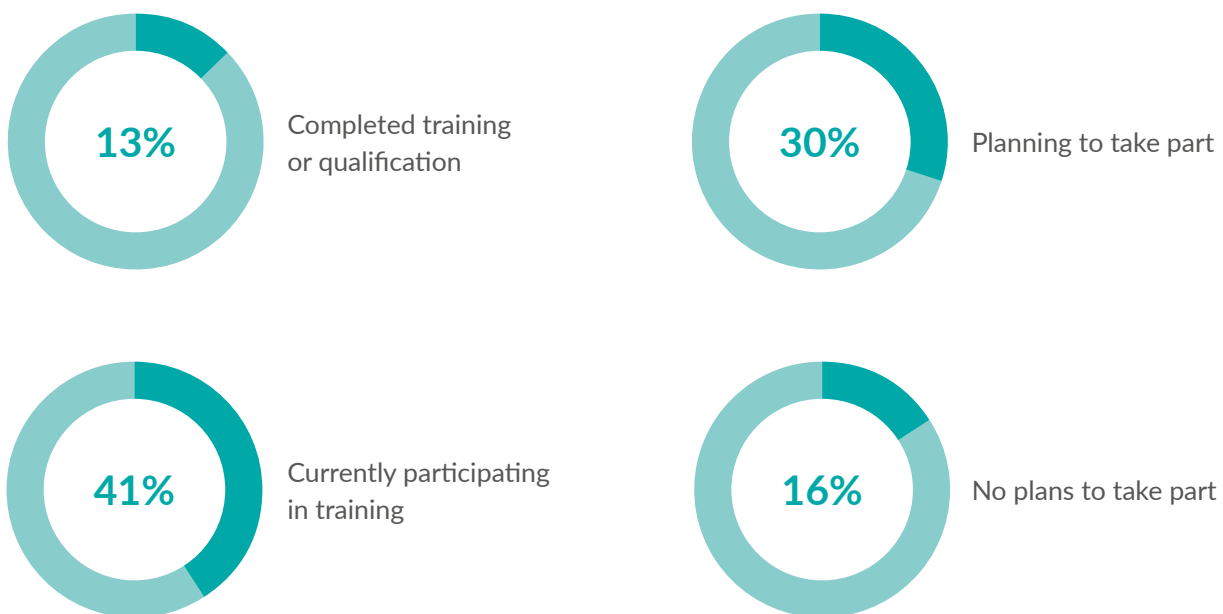
Recognising the importance of training Careers Leaders and the success of programmes such as Teach First's CELP, the Government committed funding for the development of new training programmes and bursaries for schools and colleges to cover the costs of Careers Leaders taking part in the training<sup>43</sup>. During the 2018/19 academic year The Careers & Enterprise Company have worked with 14 training providers to coordinate and deliver a range of accredited and non-accredited courses<sup>44</sup>.

The survey demonstrates a high level of engagement in training<sup>45</sup> among Careers Leaders during the first six months of delivery with over half either currently

taking part (41%) or having completed training or a careers leader qualification (13%). This current or completed training is predominantly through one of The Careers & Enterprise Company funded training providers since most of it (82%) has taken place since September 2018. Most of the training carried out by the Careers Leaders surveyed was accredited (80%) rather than non-accredited, and is a course rather than a single introductory day (88%).

In addition to those already engaged in training, a further third (30%) of Careers Leaders are planning to take part, leaving a minority of 16 percent not yet engaged in training.

**Figure 13: Engagement in Careers Leader training**



**Unweighted base = 750**

**Base = All respondents**

43. Department for Education. (2017). *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017.

44. <https://www.careersandenterprise.co.uk/careers-leaders-training-providers>

45. Not necessarily the government funded training.

## Training and achieving the Gatsby Benchmarks

There was evidence from the survey and linked Compass data that the training of Careers Leaders is associated with improved career guidance in schools. Schools where the Careers Leader was trained in careers leadership prior to 2018/19 achieve more of the Gatsby Benchmarks on average compared to schools without a trained Careers Leader. Schools with a trained Careers Leader reported an average of 3.4 Benchmarks compared to 2.7 Benchmarks for those without.

There were three particular Gatsby Benchmarks where there was a statistically significant relationship between training and Compass scores and in these cases, schools with trained Careers Leaders scored more highly on Compass than schools without:

- Benchmark 2 (Learning from career and labour market information) – 56 percent of schools and colleges with a qualified Careers Leader achieved the Benchmark compared to 37 percent of others.
- Benchmark 5 (Encounters with employers and employees) – 64 percent achieved the Benchmark compared to 45 percent
- Benchmark 8 (Personal guidance) – 63 percent achieved the Benchmark compared to 59 percent<sup>46</sup>.

These findings point to the value of training and the ability of Careers Leaders to embed their learning into the careers programme of their school.

The level of positivity in Careers Leaders' attitudes is related to the number of Gatsby Benchmarks achieved (using the Compass tool). Those who agree that their role as a Careers Leader has a positive impact on young people score an average of 2.9 Benchmarks compared to 1.9 for those who did not indicate agreement. Those who agree that they feel positive about the future of careers provision in their school score an average of 2.9 Benchmarks compared to 2.1 for others.

## Challenges

Three-quarters of the Careers Leaders (75%) experience barriers to delivering the role effectively. One-quarter (25%) do not identify barriers. The three main barriers of time (84%), staff resource (65%) and budget (62%) are closely related and give a strong message about the challenges facing Careers Leaders. Although there was a relationship between the perception of barriers and the time allocated to the role, with Careers Leaders on 1-2 hours a week most likely to report barriers (82%), the majority of Careers Leaders with 25-40 hours (70%) also experienced barriers. This resonates with previous research with careers coordinators<sup>47</sup> and demonstrates an awareness of how much more can be done in career guidance with additional resource.

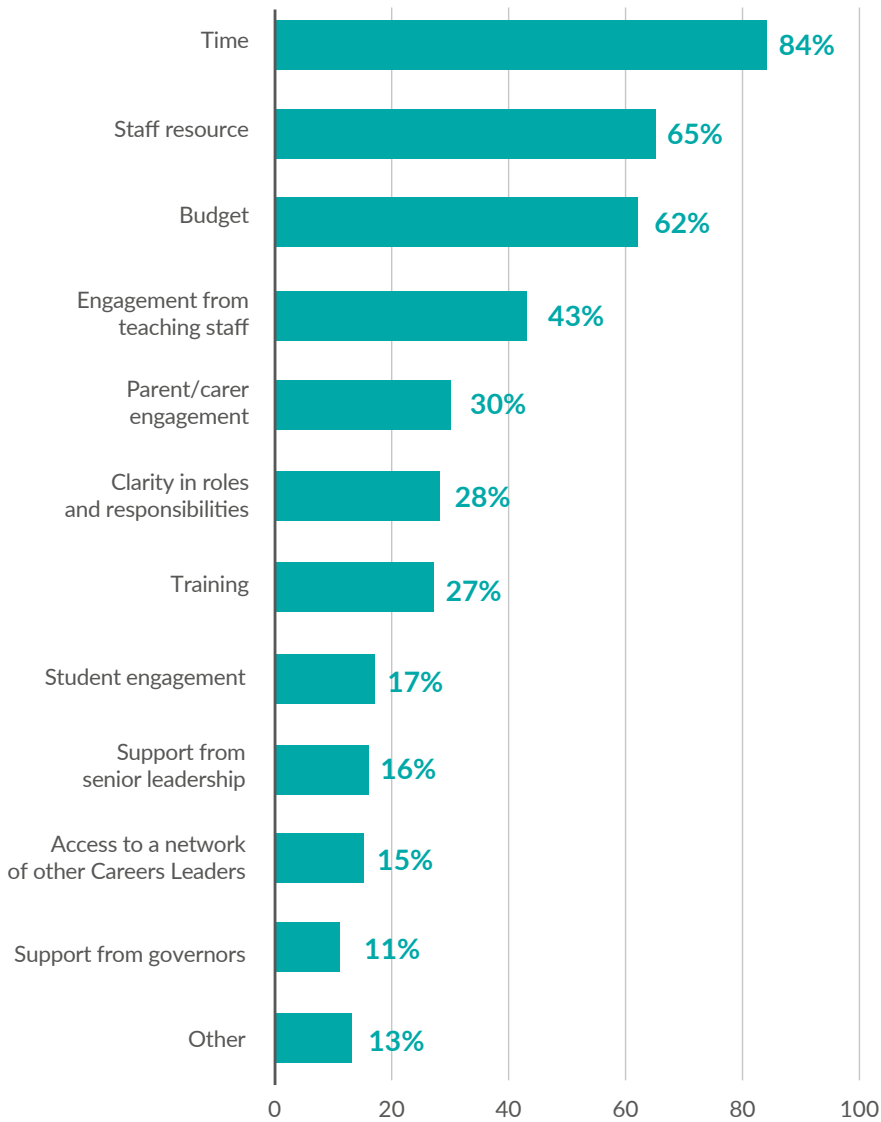
Elsewhere in the survey, 31 percent of Careers Leaders reported that they do not have a budget for careers. This was related to the achievement of the Gatsby Benchmarks. The average number of Benchmarks achieved in schools with a careers budget is 3.0 compared to 2.4 for the schools without a budget.

Engagement from teaching staff was considered to be a barrier by a greater proportion of Careers Leaders (43%) than engagement from senior leadership (16%) pointing to the success of schools in putting career guidance on the radar of senior leaders but also the need for training and support for subject teachers. Engagement from parents and carers was also considered to be a barrier by just under a third (30%) of those who identified any barriers.

46. Distinct from careers guidance.

47. The difference for Benchmark 8 was significant at the 90% level.

**Figure 14: Barriers to delivering the role effectively**



**Unweighted base = 560**

**Base = Careers Leaders who said there were barriers to delivering the role effectively. Percentages do not sum to 100 as more than one option could be selected.**

# 3 | Reflections and next steps

## What we have learned

**Substantial progress has been made by schools in embedding the role of the Careers Leader in secondary schools. There is evidence of momentum and early signs of impact.**

- Headteachers have embraced the Careers Strategy and Careers Leader role in its first year of implementation. Headteachers have made new appointments (nearly half of Careers Leaders (42%) were appointed in 2018/19) and have supported Careers Leaders to train (54% have completed or are taking part). Careers Leaders are an identifiable workforce.
- Career guidance is becoming embedded within the strategy of schools. 66 percent of Careers Leaders report increased prioritisation for career guidance within senior leadership teams and 83 percent are reporting on career guidance to senior leadership teams at least once a term.
- The new workforce is highly engaged and Careers Leaders feel they are making a difference. 88 percent agree that they are having a positive impact on the education and career outcomes of young people, 75 percent think that career guidance has improved since the Careers Strategy and 81 percent are positive about the future of career guidance in their school.
- The time spent by Careers Leaders is double the time reported by careers coordinators ten years ago. Careers Leaders are spending an average of 14.5 hours a week compared to 7.4 hours in 2009.
- The Gatsby Benchmarks are a game changer and highly valued. 94 percent of Careers Leaders think that the Benchmarks have helped to improve career guidance. 91 percent of the Careers Leaders surveyed had used the Compass tool which assesses performance against the Benchmarks and flags areas for development.
- Where Careers Leaders are operating as intended, the school achieves more Benchmarks. Schools with full-time equivalent hours for Careers Leaders and administrators combined (as opposed to minimal capacity of a few hours a week) achieve around one extra benchmark on average. The schools of trained and qualified Careers Leaders scored more highly on three of the Benchmarks.

**We are starting to get a clear picture of the challenges facing the new Careers Leaders and what needs to be considered to ensure this role can universally enable excellence in career guidance.**

- Time and staff resource are the key barriers to delivering the role effectively. More time is being dedicated to careers overall, but half of Careers Leaders deliver the role on less than a day a week which is a limited amount of time for leading the activities needed to meet the Gatsby Benchmarks and all the partnership working, commissioning, planning and coordination that this requires. Of those identifying barriers, 84 percent cited time and 65 percent cited staff resource.
- Lack of budget is also a challenge. 31 percent of Careers Leaders do not have a budget for careers and budget was frequently cited as a barrier to delivering the role effectively. Having a budget was associated with achieving a higher number of Benchmarks.
- One-third of Careers Leaders are not at leadership level. Substantial progress has been made in establishing Careers Leaders at middle or senior level (66%) but a minority are delivering the role at coordinator or administrator level which is likely to pose difficulties for achieving reform and embedding careers across the school.
- Engagement from teaching staff is a barrier. While Careers Leaders have been largely successful in gaining the buy-in of senior staff, 43 percent believe that the engagement of teaching staff is a barrier for careers in schools.

## Next steps

For the Careers Leader role to continue to embed and build on the successes seen so far, we would encourage Headteachers and governors to work towards achieving the following:

- 1. Strategy.** Integrate career guidance into the school's strategy so that it is delivered collaboratively across the school.
- 2. Leadership.** Appoint Careers Leaders at middle or senior leadership level so that they can work effectively with staff across the school and with external partners.
- 3. Governance.** Engage the governing body with school's work on careers to ensure that Careers Leaders are supported and challenged at a senior level.
- 4. Time and resource.** Allocate sufficient time and resource for Careers Leaders. Discuss priorities with Careers Leaders to ensure that the time available is used to best effect.
- 5. Training.** Encourage and enable Careers Leaders to take part in training.

Schools will need ongoing access to training so that new staff appointed over coming years have the opportunity to upskill.

Gatsby is pleased to see a strong Careers Leader workforce embedded in the majority of schools. We now know what works and that these schools have the foundations in place to be able to deliver good career guidance. Gatsby will continue to monitor and review the careers landscape and may take steps where necessary to ensure Careers Leaders have the support they need to be able to deliver the benchmarks.

The Careers & Enterprise Company provides resources, including training, to help Careers Leaders achieve the Gatsby Benchmarks efficiently and will continue to provide support through the Enterprise Adviser Network. This research provides valuable evidence to inform our ongoing work with schools.



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# 5 | Note on methodology

## Sample design

The methodological objective of this survey of Careers Leaders was to target a representative group of relevant schools in England, i.e. those with at least some provision in lower secondary education, and then to assess how any unevenness in response rate might have resulted in a different sample with respect to career guidance engagement and provision.

The sampling frame of potential schools to contact was developed from a Department for Education download on 9 February 2019, covering 47,581 providers with a unique reference number (URN), available via [www.gov.uk/guidance/get-information-about-schools](http://www.gov.uk/guidance/get-information-about-schools), formerly known as Edubase. This full set of schools was reduced to a sampling frame of 4,513 providers based on those which met all of the following criteria:

- Open school as of the data date
- In England
- Not independent schools (by either “TypeOfEstablishment (name)” or “EstablishmentTypeGroup (name)” fields)
- Not identified as nursery, primary, middle deemed primary or 16 plus (by “PhaseOfEducation (name)” field)
- Had a statutory age range specified between a low end of 15 or below and a high end of 12 or above, i.e. at least some provision in the age range of 12 to 15.

The project budget allowed us to seek to engage 3,400 target schools within this sampling frame of 4,513 (~75%). To identify these target schools, we stratified by three criteria:

- 9x Government office regions (East Midlands, East of England, London, North East, North West, South East, South West, West Midlands, Yorkshire and the Humber)
- 5x School establishment type (Academies, Free schools, LA maintained schools, Other types, Special schools)
- 4x Size categories by total number of students split at the 25th and 75th percentile values across the sampling frame (Small, with fewer than 213; Medium, with 213 to 1128; Large with 1129 and above; and Unknown)

These criteria specify 180 potential subgroups, of which 120 had at least one school in the sampling frame. Approximately 75 percent of the schools in each subgroup were chosen at random to be included in the sample, rounding to the nearest whole number - with rounding down applied to a few of the largest groups to calibrate to the 3,400 target.

## Questionnaire development

A 20 minute questionnaire was designed to explore the different aspects of the Careers Leader role (time, tasks performed), their position within the school (seniority, other roles, administrative support), their professional background and perceptions of successes and challenges. The questionnaire was developed collaboratively by the steering group and with feedback from colleagues in The Careers & Enterprise Company and the Gatsby Charitable Foundation, the Department for Education, the Headteacher Advisory Group and other sector bodies. The questionnaire was then piloted with a small number of Careers Leaders and Headteachers.

## Fieldwork

The pilot and survey fieldwork was carried out by QRS Market Research, a specialist data collection agency. Prior notice of the survey was sent by email directly to the Careers Leader where their contact details were available, and in other cases to the school administration email address with a request to forward. The email provided schools and Careers Leaders with the opportunity to opt out of the research or to provide their contact details.

The fieldwork took place over a five week period between 4th March and 5th April 2019. For the first fortnight, the survey was available only as a web survey, and then supplemented with the option to complete by telephone. The majority of Careers Leaders (57%) completed the survey online, 29 percent completed by telephone and 14 percent used a combination of both modes.

## Response and weighting

The survey achieved a response rate of 22 percent and 750 schools. Responses were weighted by non-response in each of the 120 subgroups used in the stratified sampling to be representative of the overall sampling frame by region, type of school and size of school.

3 percent of the original sampling frame could not be represented using the survey results, as 27 of the smallest subgroups did not have any respondents; these were mostly subgroups with an "Unknown" size category or an "Other types" type of school category.

Opt-in surveys might be expected to receive a higher response rate from members of the target population more interested in the topic, which might variously better represent those who are engaged and positive about their work on that topic or better represent those are critical and negative about the topic. Those with a neutral disinterest in a topic may be hardest to engage in a survey.

We can assess possible unevenness in response rate by comparing respondents and non-respondents (unweighted data) with respect to performance based on the school's Gatsby Benchmark score (via their most recent Compass completion as of end March 2019) and level of engagement with The Careers & Enterprise Company based on completion of the Compass survey and participation in the Enterprise Adviser Network as of March 2019. The results are captured in the table on the next page.

	Respondents (n=750)	Non-respondents (n=2,650)
In Enterprise Adviser Network	78%	58%
Completed at least one Compass survey	92%	70%
Number of Benchmarks completed on most recent Compass survey (where available)	2.80 [SD=1.98]	2.42 [SD=1.87]
Average Benchmark achievement on most recent Compass survey (%) (where available)	71.8% [SD=19.8%pts]	65.3% [SD=21.8%pts]

In this case, survey respondents are identified as both slightly higher performing with respect to self-reported Gatsby Benchmarks than non-respondents, having on average 0.4 more Benchmarks complete or 6.5 percentage points more completion across all the Benchmarks. The difference is statistically significant (p-value 0.00 by two-tailed T-test) but well within one standard deviation (about 20%-25% of one standard deviation). Respondents are also identified as more engaged with The Careers & Enterprise Company than non-respondents (p-value 0.00 by two-tailed Z-test). Collectively this suggests that insights drawn from this survey may be, on average, a slightly better reflection of good practice and of engaged and positive careers leaders than the overall population.

## Analysis

The data were prepared and analysed in SPSS by researchers in The Careers & Enterprise Company with guidance from the steering group. Data on participation in the Enterprise Adviser Network and Careers Hubs were merged into the survey data along with the Compass data from the end of March 2019. Personal identifiers were then removed before analysis. The analytic strategy was to explore the prevalence of responses to each of the survey questions with comparison of groups where appropriate (for example, comparing pay levels according to the seniority of staff). Statistical tests were used to check whether differences observed between groups were significant and unlikely to be due to chance. These were chi-square tests of independence, one-way ANOVA and independent samples T-tests. Differences were only reported if they were significant at statistically significant at the 95 percent probability level, unless otherwise stated. This means that we can be 95 percent confident that the differences observed are genuine differences, and have not just occurred by chance. The data were explored to test whether the schools of Careers Leaders with training, leadership positions within the school and more time and resource at their disposal achieved more Gatsby Benchmarks.

## Case study methods

A small number of illustrative case studies were carried out with Headteachers and Careers Leaders to provide real-life examples of schools starting to embed the Careers Leader role.



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