

2.3A: Equality and diversity audit

Characteristic	How many students in your school/college have this characteristic? ¹	How is it represented in your programme currently?	Actions to improve the representation of this characteristic
Age			
Disability			
Gender reassignment/trans			
Marriage and civil partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sex			
Sexual orientation			
Class			

¹ Even if there is nobody in your school or college who meets a particular criteria it is important for all of these issues still to be addressed in your programme.

2.4A: Template for a lesson plan

Learning objective	Teaching activities, with suggested timings	Resources needed	Learning outcomes

Lesson Plan: Year 9 Careers Education (Example)

Learning objective	Teaching activities, with suggested timings	Resources needed	Learning outcomes
<p>By the age of 14 pupils:</p> <ul style="list-style-type: none">● are able to access a range of careers information	<ul style="list-style-type: none">● ask pupils to brainstorm different sources of careers information (5 mins)● ask pupils, working in groups of four, to list 10 pieces of information they would want to know about a job before deciding if it was right for them (10 mins)● in each group of four, ask pupils to pair up and to choose a job to research for their partner. Ask pupils, working individually, to use the careers library to find the answers to the 10 questions for the job they have chosen for their partner (20 mins)● ask pupils, in their groups of four, to review the questions they have found answers to and those that remain unanswered, and to review what resources provided the information they were seeking (15 mins)	<ul style="list-style-type: none">● paper and pens● school careers library, with access to PCs	<p>Pupils</p> <ul style="list-style-type: none">● know where to look for careers information● can identify the information they need to find● can select appropriate sources of information● can present careers information collected by research

- *lead plenary discussion of how useful the various sources of information were and a discussion of possible sources of further information for those questions that remain unanswered (10 mins)*

2.4B: Proforma for monitoring careers education lessons

Features	✓ or X	Notes
Clear objectives which are made known to the learners		
Activities that are suitable for all learners, whatever their age, ability and cultural background, and which are suitably demanding		
Enthusiastic and interesting teaching that maintains the attention of all the learners		
Awareness of different individuals' needs		
Effective questioning of learners to check their understanding		
Skilful leadership of discussions to ensure that learners' contributions are encouraged and valued		
Clear explanations, particularly of the links between knowledge and its practical application		

Accurate and up-to-date careers knowledge		
Sensitivity to, and promotion of, equal opportunities issues		
Clear writing on whiteboards and overhead projectors		
Interesting and relevant use of technology to support learning		
Good-quality handouts, that are well produced and free from errors		
Sufficient coverage of ground in the topic		
Effective classroom management		
Learners demonstrate their achievements through improved knowledge, understanding and skills		
Crisp ending to the lesson, summarising what has been learned and avoiding any 'tailing off'		

2.4C: Proforma for reviewing curriculum organisation for careers education and related areas

Key stage 3/4	Careers, employability and enterprise education	Personal finance education	'PSHE' (personal wellbeing)	Citizenship
Curriculum location				
Hours per year - Y10 - Y11				
Teaching staff				
Curriculum lead				

Current extent of collaboration between related areas

Potential for further collaboration (opportunities and challenges)

Beyond the individual leaders for careers education, finance education, PSHE and citizenship, who has oversight of all four areas?

2.6A: Experiences of the workplace: Risk assessment form

This form should be completed for each experience of the workplace you organise.

Experience of the workplace: _____

Risk	Description of the risk	Countermeasures	Contingencies
List any potential risks in this column	Describe the risk and outline what the consequences of it would be	Describe what you can do to prevent the risk from happening	Describe what you can do to minimise the impact of the risk if it does happen

2.8A: Bringing coherence to personal guidance

1. Reviewing the current provision

(a) Identify all the one-to-one interviews that are formally arranged for your students

Interviews	Who interviews?	When?	Focus of interview	Pre-interview records used	Post-interview records produced
Progress reviews and target setting in KS3 (school staff)					
Mentoring in KS3					
Guidance on KS4 options (school staff)					
Y9 careers interviews (careers advisers)					
Progress reviews and target setting in KS4 (school staff)					
Mentoring in KS4					

Guidance on post-16 options (school staff)						
Year 11 careers interviews (careers advisers)						
Tutoring in the sixth form or college (school/college staff)						
Mentoring in the sixth form or college						
Guidance on post-18 options (school sixth form, college and careers staff)						
Careers interviews in the sixth form or college (careers advisers)						

(b) Identify which members of staff have management responsibilities for aspects of guidance and tutoring

Progress reviews/target setting (tutoring).....

Mentoring.....

Guidance in Y9 for KS4 choices.....

Education, Health and Care Plans (SEND).....

Guidance in Y11 for post-16 choices.....

Referrals to careers advisers.....

Guidance for post-18 choices.....

Co-ordination of all of the above.....

(c) Identify all the information documents that are prepared about your students (either by students themselves or by others)

Documents	Type of information	Who completes?	Where stored?	Who uses?	For what purposes?
Monitoring records and targets sheets					
Notes from mentoring sessions					
Y9 option form					
Post-16 option form					
Summaries of guidance/action plans (school or college staff)					
Careers guidance service pre-interview questionnaire					
Summaries of guidance/action plans (careers advisers)					
Other					

2. Planning for change

What actions do you think are needed to:

- (a) bring greater coherence to individual advice and guidance?
- (b) rationalise and improve the use made of documentation?
- (c) improve the management of advice and guidance within the organisation?

3.0A: How are the key responsibilities of careers leadership organised in your school or college?

Identify which individual members of staff (teaching and non-teaching) in your school or college currently take responsibility for each aspect of careers leadership specified in the table

Key responsibilities	Lead member of staff	
Leadership		
Leading the team of teachers, administrators and external partners who deliver career guidance	11–16	Post-16
Advising the senior leadership team on policy, strategy and resources for career guidance	11–16	Post-16
Reporting to senior leaders and governors on careers	11–16	Post-16
Reviewing and evaluating career guidance and providing information for school/college development planning and Ofsted	11–16	Post-16
Preparing and implementing a career guidance development plan and ensuring that details are published in the website	11–16	Post-16
Understanding the implications of a changing education landscape for career guidance	11–16	Post-16
Ensuring compliance with the legal requirements to provide independent career guidance and access for providers	11–16	Post-16

Management		
Planning the programme of activity in career guidance	11–16	Post-16
Briefing and supporting teachers or tutors involved in career guidance	11–16	Post-16
Monitoring delivery of career guidance across the eight Gatsby Benchmarks	11–16	Post-16
Supporting tutors providing initial information and advice	11–16	Post-16
Managing the work of the careers adviser and careers administrator	11–16	Post-16
Monitoring access to, and take-up of, guidance	11–16	Post-16
Ensuring colleges and apprenticeship providers have access to students	11–16	Post-16
Managing the careers budget	11–16	Post-16
Managing own CPD and supporting the CPD of colleagues in the careers team	11–16	Post-16
Co-ordination		
Managing the provision of careers and labour market information	11–16	Post-16
Managing the careers section of the school's or college's website and keeping it up to date	11–16	Post-16
Liaising with the PSHE/ Personal Development Programme leader, and other subject/course leaders to plan their contributions to career guidance	11–16	Post-16

Liaising with tutors, mentors, SENCO/head of learner support and heads of year/ department to identify students needing guidance	11–16	Post-16
Referring students to careers advisers	11–16	Post-16
Co-ordinating encounters with employers and work experience	11–16	Post-16
Communicating with students and their parents	11–16	Post-16
Networking		
Establishing and developing links with FE colleges, apprenticeship providers and universities	11–16	Post-16
Establishing and developing links with employers	11–16	Post-16
Negotiating a SLA with the local authority for support for vulnerable young people, where appropriate	11–16	Post-16
Commissioning career guidance services, where appropriate	11–16	Post-16
Managing links with the LEP and other external organisations	11–16	Post-16
Securing funding for careers-related projects	11–16	Post-16
Building a network of alumni who can help with the career guidance programme	11–16	Post-16

3.2A: Towards a role specification for a careers administrator

The left-hand column of the table below lists the main responsibilities of a careers leader. Review each of the tasks and, in the right-hand column, make a note of the associated administrative tasks. A few examples have been provided to get you started. The final list can then be used as the basis for writing the job description for a careers administrator.

Responsibilities of the careers leader	Associated administrative and support tasks
Lead the team of staff and external partners who deliver the careers programme	
Advise the senior leadership team on policy, strategy and resources	
Report to senior leaders and governors	
Review and evaluate career guidance	
Prepare and implement a career guidance development plan	
Understand the implications of changes in education for career guidance	
Ensure compliance with legal requirements	
Plan the programme of activity in career guidance	
Brief and support teachers and tutors involved in career guidance	
Monitor delivery of career guidance	
Support tutors providing initial information and advice	

Manage the work of others, e.g. careers advisers	
Monitor access to, and take-up of, guidance	<i>Maintain records of personal career guidance interviews</i>
Ensure colleges and apprenticeship providers have access to students	
Manage the careers budget	
Manage own CPD and support the ongoing CPD of others	
Manage the provision of careers and labour market information	
Manage the careers section of the school's or college's website	<i>Keep the careers pages of the website up to date</i>
Liaise with PSHE/Personal Development Programme leader, and other subject/course leaders, to plan their contributions to career guidance	
Liaise with tutors, mentors, SENCO/head of learner support and heads of year to identify students needing guidance	
Refer students to careers advisers	<i>Notify students of careers interview appointments</i>
Co-ordinate encounters with employers and work experience	
Communicate with students and their parents	
Establish and develop links with FE colleges, apprenticeship providers and universities	
Establish and develop links with employers	<i>Maintain a database of employer contacts</i>

Negotiate a SLA with the local authority for support for vulnerable young people	
Commission career guidance services	
Manage links with the LEP and other external organisations	
Secure funding for careers-related projects	
Build a network of alumni who can help with the careers programme	

3.3A: Clarifying the co-ordination role of careers leaders

Column 1: Gatsby benchmarks	Column 2: What do I do directly with students and parents?	Column 3: Who else do I work with within the school or college?	Column 4: What is their role/ contribution to careers?	Column 5: What are my leadership and management tasks?
Stable careers programme				
Careers and labour market information				
Addressing the needs of all students				
Careers in the curriculum				
Encounters with employers				
Work experience and other experiences of the workplace				
Encounters with HE, FE and work-based training				
Personal guidance				

3.4A: Clarifying your networks

Column 1: Gatsby benchmarks	Column 2: Which external partners do you work with?	Column 3: What is their contribution to the careers programme?	Column 4: What is the nature of the partnership?	Column 5: How would you like to develop the partnership?
Stable careers programme				
Careers and labour market information				
Addressing the needs of all students				
Careers in the curriculum				
Encounters with employers				
Work experience and other experiences of the workplace				
Encounters with HE, FE and work-based training				
Personal guidance				

4.1A: Template for development planning

In this first section, set out the developments you propose to make to your careers programme or activity, together with any implications for staff development and organisational changes.

Programme developments	Staff development	Organisational development

Careers Development Plan

Transfer the proposals from the previous section into this template

Intended new or improved provision		
What suggests this action now?		
What will be done to realise the intention? <ul style="list-style-type: none">•••••••••	By whom?	By when?
New resources and support needed		
Signed:..... (Careers leader)	Endorsed:..... (Senior leader i/c careers)	
Date:.....	Date:.....	

Which colleagues do you plan to work with, and what are the reasons for their involvement?

Colleagues

- from within the school/college
- from outside

Reasons for involving them

Assessing the climate for change

Helping factors

Hindering factors

4.2A: Identifying training needs

Name: Date:

School/College: Role:

Aspects of career guidance	My training needs	How does this relate to the school's or college's priorities?	Proposed form of CPD	leave blank for review with line manager
Benchmark 1 Stable and embedded careers programme				
Benchmark 2 Careers information				
Benchmark 3 Addressing needs of individual students				
Benchmark 4 Linking subject teaching to careers				
Benchmark 5 Engaging with employers in school or college				
Benchmark 6 Experience of workplaces				
Benchmark 7 Engaging with learning providers				

Benchmark 8 Personal career guidance					
Other:					
Evaluating careers programme and development planning					
Overall leadership and management of careers					