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

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| --- | --- | --- |
| **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 |
| Formulating a vision for career guidance in the school/college and seeking endorsement from the senior leadership and governors | 11–16 | Post-16 |
| Preparing and implementing a development plan (strategic careers 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 |

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| Management | | |
| Planning the programme of activity in career guidance | 11–16 | Post-16 |
| Briefing and supporting teachers or tutors involved in delivering 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, personal career guidance | 11–16 | Post-16 |
| Ensuring universities, 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 |

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| --- | --- | --- |
| Liaising with tutors, mentors, SENCO/head of learner support and heads of year/ department to identify students needing personal 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, Careers Hub 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 |