The All Age Careers Service – Impact on the Schools Workforce

developing people, improving young lives

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Aims

- To assess the potential impact of legislative change on the delivery of CEIAG in schools
- To identify barriers and enablers
- To explore the role of senior leaders
- To share good practice

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Welcome

Session Plan

- Introductions
- Background/Context
  - The All Age Careers Service
  - The White Paper & Education Bill
  - Recent Reports
  - Role of the school
  - Role of the TDA
- Taskforce progress
- Short film
- Discussion groups
- Plenary
- Close

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Context

- The changing landscape for careers delivery and services
- Legislative changes: a new market economy
- Trusting the professionals – teachers and careers professionals
- All-age careers service

All-age careers service – Core Principles

Based on two core principles of reform**:**

1. **Independence -** "Young people and adults need impartial advice, which is independent of any organisation with a vested interest, and which is underpinned by objective and realistic information about careers, skills and the labour market."

2. **Professionalism –** "Independent advice must be underpinned by professional expertise. That implies both strong leadership and a workforce of the highest calibre."

John Hayes - *Minister of State for Further Education, Skills and Lifelong Learning*

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The Education Bill

- Founded on the principles of ‘The Importance of Teaching’
- Removes existing duties on schools
- Significant changes to careers education and information, advice and guidance (CEIAG)
- New duty on schools to secure independent guidance for all pupils in years 9 to 11
- How can CEIAG contribute to the agenda of Freedom, Fairness and Responsibility?
- What are the ‘expectations’?

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tda

‘Towards a strong careers profession’

- Progress report to John Hayes
- The partnership model
- Key role of the Careers Profession Alliance (standards, ethics, qualifications)
- Importance of LMI, STEM & ICT
- Quality awards and Kite mark
- Sharing good practice
- Ofsted thematic

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Other key reports

- Gatsby (STEM Careers)
- Browne (HE)
- Deloitte (Employer support for Careers Education)
- CBI (Fulfilling Potential)
- Demos (school to work transition)
- Wolf (Vocational Education)

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Wolf

"Good information becomes more critical the more important the decisions. For young people, which vocational course, qualification or institution they choose really can be life- determining"

"This is one aspect of a more general and widely recognised need for good ***Information, Advice and Guidance,*** *something which is being addressed in a number of ways across all levels of the education system. In the context of this review, I would wish simply to reiterate its importance."* (part of Recommendation19)

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So what does all this mean to schools?

- Our young people still need high quality, impartial careers education and guidance
- Career-related learning improves motivation and attainment
- Good practice guidance is still relevant
- ‘Freedoms’ mean more flexible curriculum time, and no-one will stop schools doing what they know is best for their young people
- A new era for careers delivery and services in schools and colleges

Role of TDA

- Supporting Taskforce & Gatsby recommendations
- Working with DfE, CPA, NC & LSIS
- Web-based guidance
- Links to STEM and ICT resources
- Work with schools and school partnerships:
  - Identifying need/priorities
  - Disseminating information
  - Sharing effective practice
  - Signposting resources/support

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Discussion Groups

- What role should/do teachers and support staff play in IAG? What professional development needs are likely to arise in order to support this role?
- What barriers are the schools workforce likely to encounter/have encountered in delivering effective IAG to young people? What concerns do you have about the All Age Careers Service?
- How can senior leaders ensure that the school is able to deliver effective IAG and meet the relevant CPD needs?
- What enablers can you identify that would support teachers in providing IAG relevant to STEM qualifications and careers?
- How can effective CEIAG practice and CPD be shared across and between clusters, partnerships and other collaborative arrangements?

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Thank you for your participation.

Any Questions?