

DfE's Careers Strategy and Statutory Guidance Briefing

The DfE have published the [Careers Strategy](#) (Dec 2017) and related [statutory guidance](#) (Jan 2018) based on national and international research. Key areas for secondary schools and sixth forms to note are:

- Greater role for Ofsted to review careers in school and college inspections
- Governing body must be clear about the guidance and legal requirements, and identify a link governor
- Ongoing legal duty to provide independent, impartial careers guidance by a qualified practitioner for years 8-13
- Legal obligation to ensure all pupils hear from technical education and apprenticeship providers at key transition points (post-14, post-16 and post-18 options), with a policy published on the website from Jan 2018
- The school careers programme to be published on the website from Sept 2018, with a [recent amendment to the School Information Regulations 2008](#) to include details of how pupils, parents, teachers and employers access information about the careers programme, how the school measures and assesses the impact of the careers programme, and the date of next review.
- Schools to identify and publish details of the 'Careers Leader' by Sept 2018. The role must be sufficiently senior to lead the implementation of the Gatsby Benchmarks; have explicit backing of head teachers and governors; have the appropriate skills and experience to work with subject teachers to embed careers provision in the curriculum; and prioritise careers support for disadvantaged students. They must ensure up-to-date knowledge on labour market information, on new qualifications such as T levels, and supporting SEND students.
- All schools to be working towards and achieve the eight Gatsby Benchmarks (Appendix 2) by 2020. Schools will be able to identify gaps in provision by undertaking the Compass self-assessment tool.
- Schools to offer students 7 meaningful encounters with employers between years 7-13, one every year. Some of these encounters should be with STEM employers.
- All schools to be working with an Enterprise Adviser by 2020 who will support them with their careers strategy
- Recommendation that schools work towards the Quality in Careers Standard, known locally as Investors in Careers
- Destinations and outcomes data to be made more accessible to help compare opportunities and inform decisions on education, training and employment options

The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.