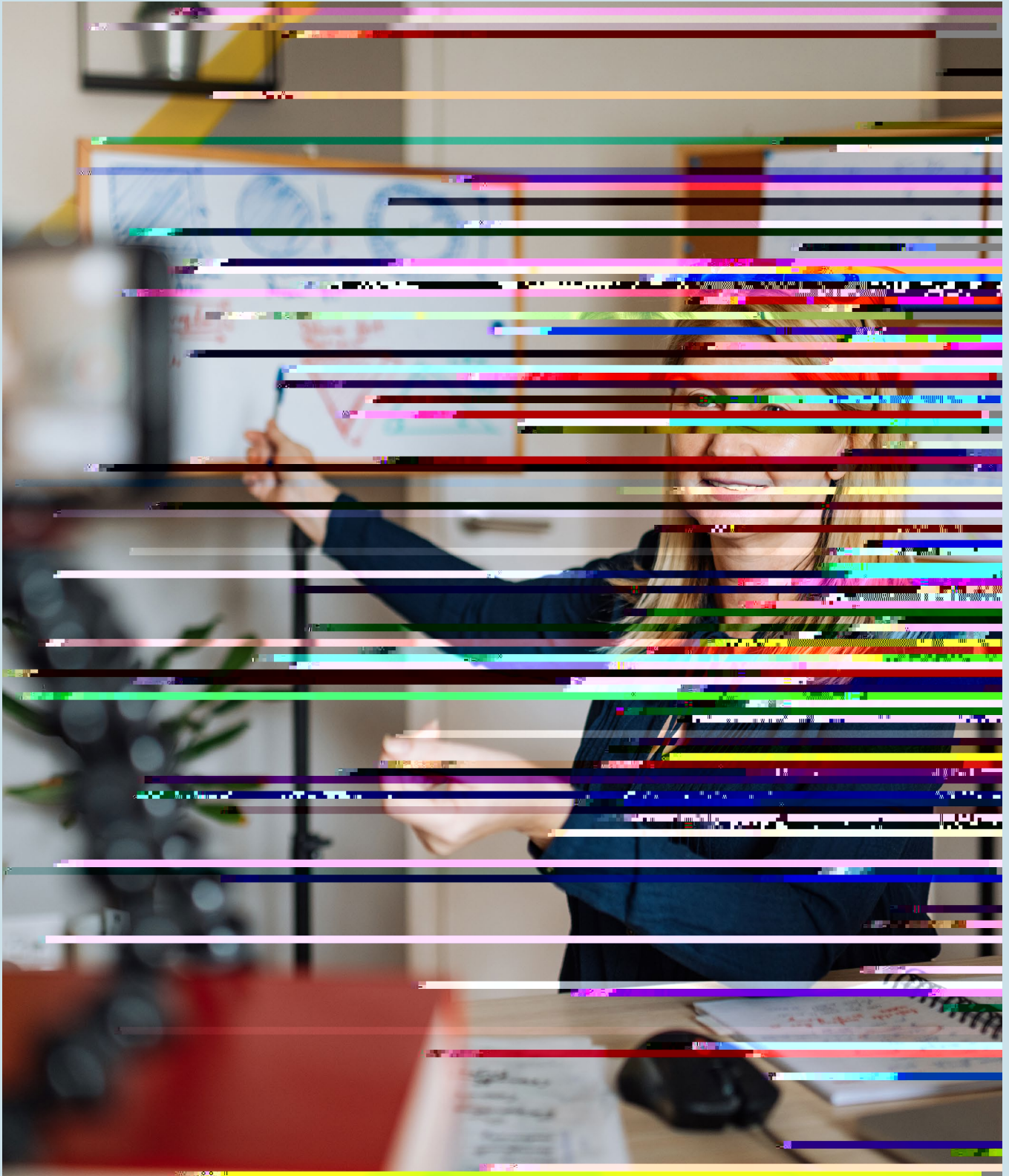


Careers Leader Training:

Impact on knowledge,
practice and programmes

(2018-2020)



Publication information

This paper is published by The Careers & Enterprise Company. It should be cited as follows:

Finlay, I. and Tanner, E. (2021). Careers Leader Training:

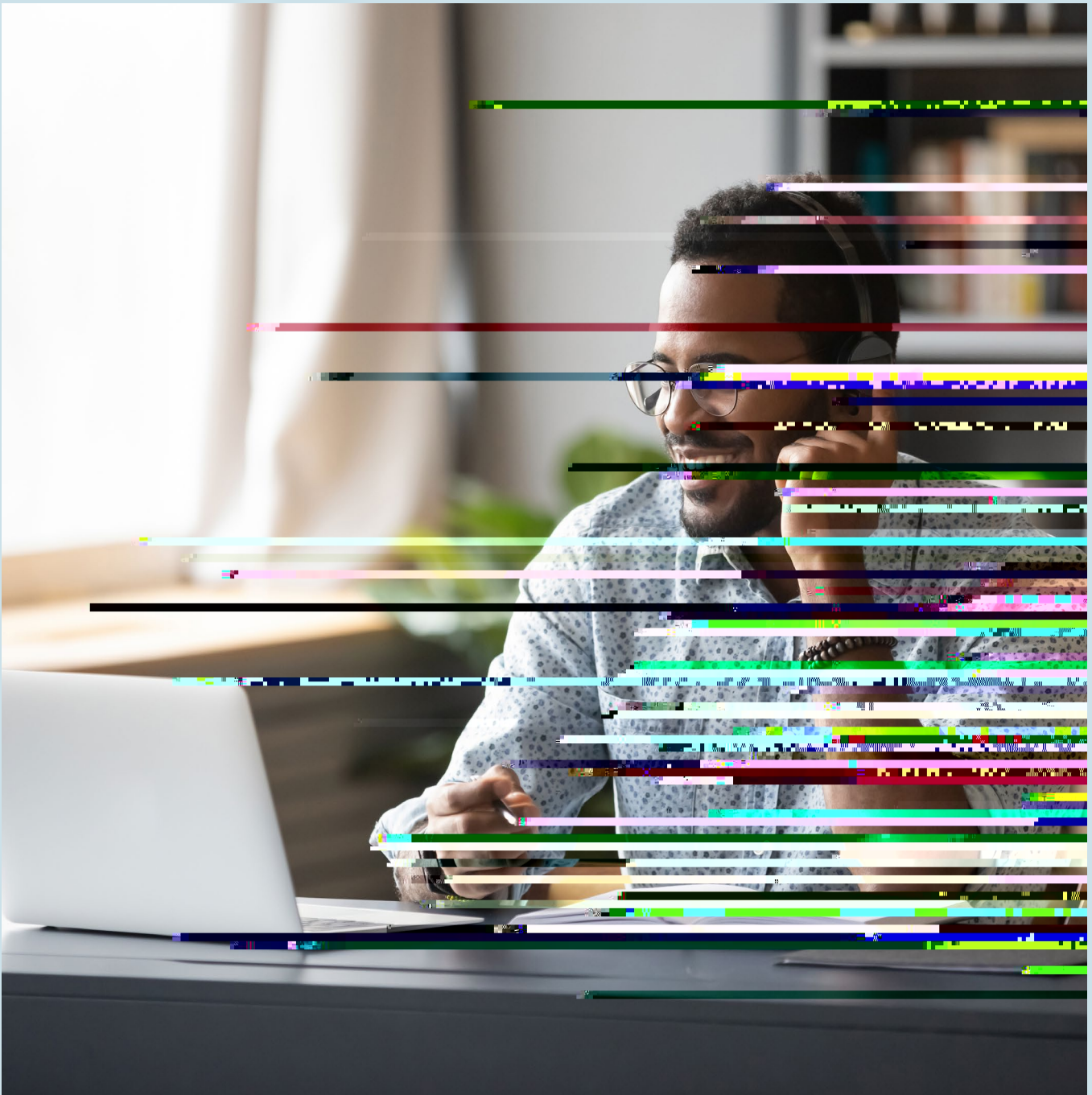
2020). London: The Careers & Enterprise Company.

Acknowledgements

We are extremely grateful to the Careers Leaders who

About this report

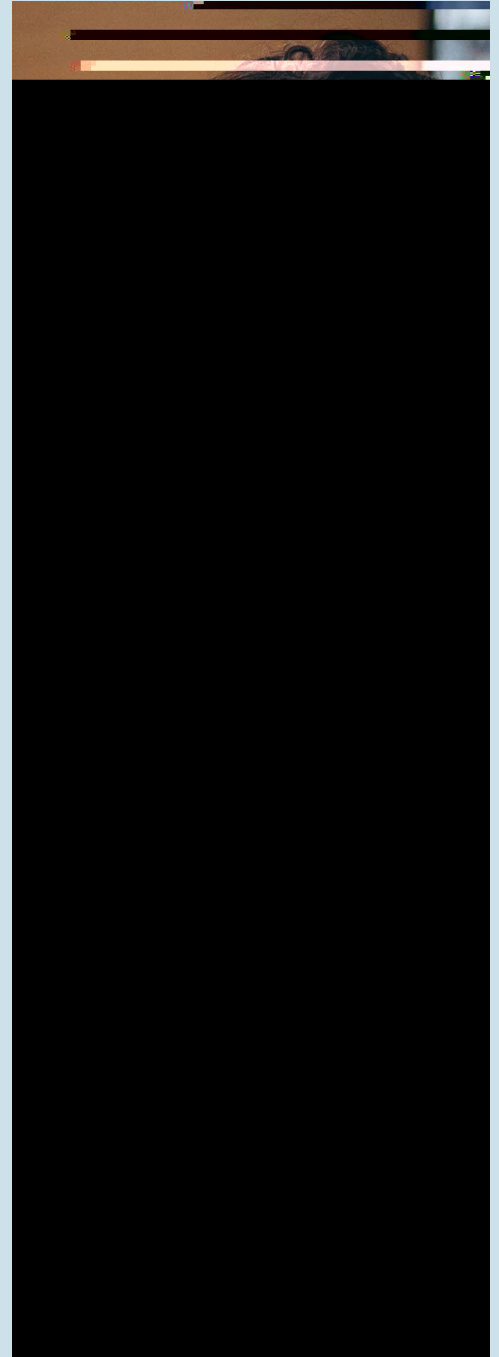
The Careers & Enterprise Company funded over 1,300 Careers Leaders to participate in training from 2018 to 2020. This report investigates the impact of the training, drawing on quantitative evidence from pre- and post-training Careers Leader self-assessment surveys, a follow-up survey and data showing Gatsby Benchmark achievement. The research aims to investigate whether and how the training improves Careers Leader knowledge, leads to changes in Careers Leader practice and improves careers provision in schools and colleges.



Key Messages

Key messages for Careers Leaders and education leaders

- the four key responsibility areas of the role: leadership, management, coordination, and networking.
- The training is appropriate for Careers Leaders in different settings:
 - sixth form colleges and mainstream secondary schools.
- training.
-



1 | Introduction

The Careers Leader role

Careers Leader Training

2 | Measuring the impact of the training

and senior leadership colleagues showed that the
their schools and colleges, and that Careers Leaders
careers and the Careers Leader role.

how the training:

-
- education settings.
- Leads to changes in Careers Leaders practice in schools and colleges.
- colleges.

Methods

Three sources of data were used to assess the impact
_____ of this report.

Careers Leader self-assessment survey

Careers Leaders to assess their knowledge in each
of the four areas of responsibility (leadership,

_____ of this report.
Responses ranged from strongly disagree to strongly

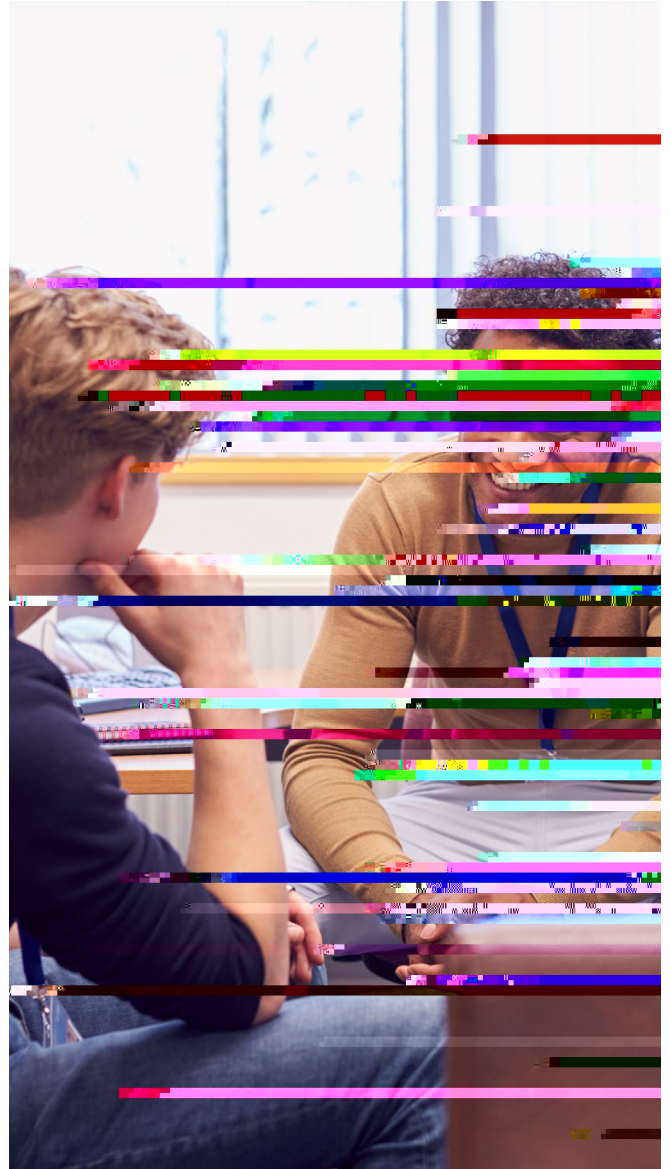
agree (5) and a percentage score for each responsibility

Long-term impact survey

Careers Leaders who were willing to be contacted

Responses were anonymous and therefore not

Compass data



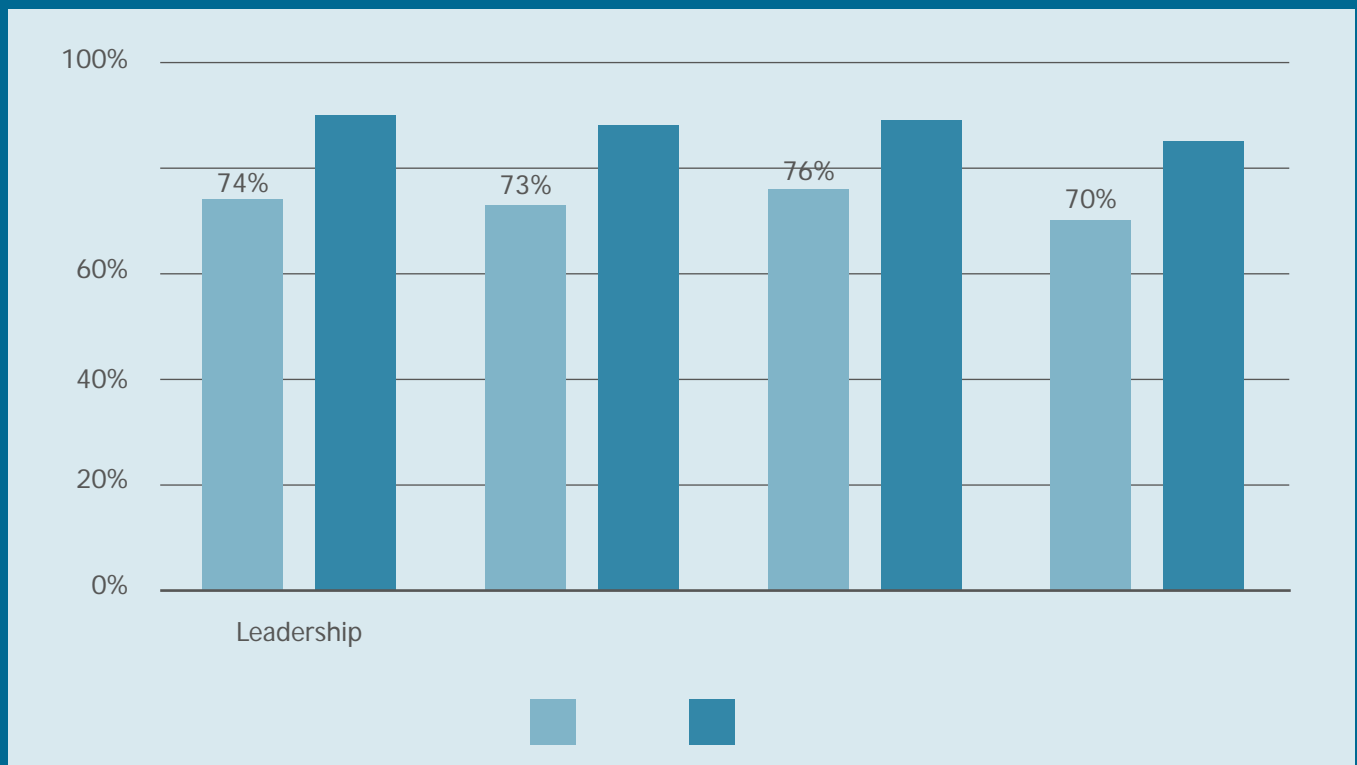
3 | Did the training improve Careers Leader knowledge?

knowledge around the four key responsibility areas of the Careers Leader role: leadership, management,

Careers Leaders' knowledge increased after the training

management¹⁰ and networking¹¹.

Figure 1: Average knowledge score across each responsibility area in pre-training and post-training Careers Leader self-assessment survey (N=409)



Careers Leader knowledge increased across different institution types

12

explain this.

Table 1: Average knowledge score across each responsibility area in pre-training and post-training Careers Leader self-assessment survey by establishment type

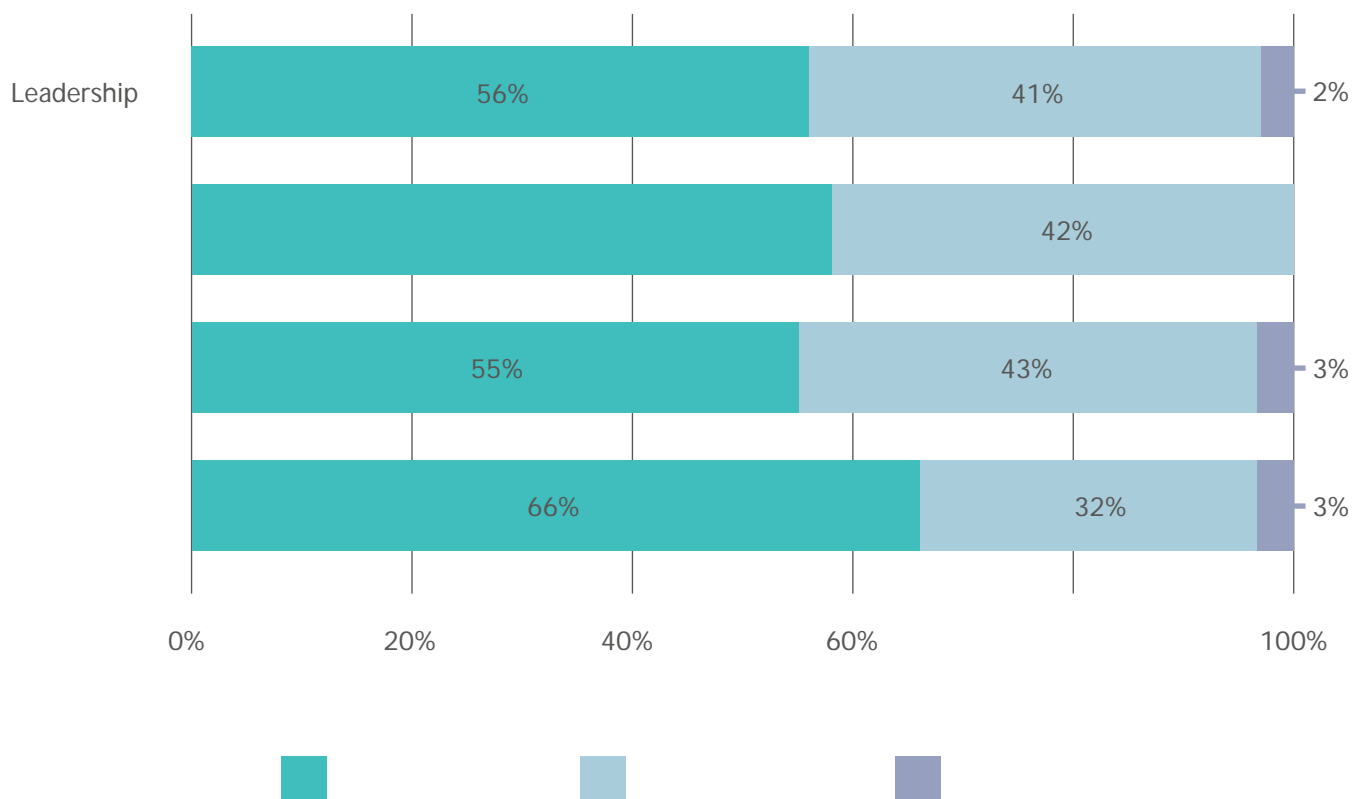
	Leadership		Management		Coordination		Networking		N
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
College	77%		77%		77%		75%		50
	71%				70%		62%		55
	74%		74%		77%		71%		304

Careers Leaders' change in knowledge varied by level of prior experience but all benefited

Figure 4: 'The training increased my knowledge of careers leadership' by the time Careers Leaders had been in their role (N=840)¹³

Careers Leaders were confident in the four responsibility areas 6-24 months following the training

Figure 4: Responses to questions on Careers Leaders confidence in the leadership, management, coordination and networking aspects of their role (N=225)

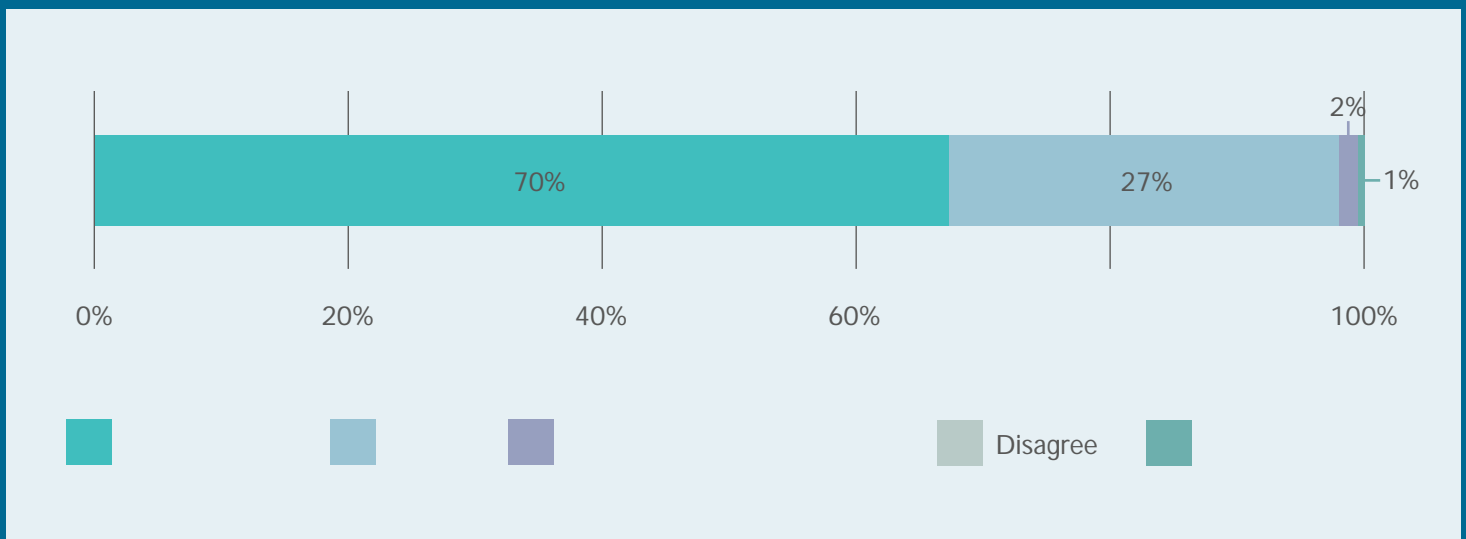


4 | Did the training lead to a change in Careers Leader practice?

limited the progress that could be made.

The training helped Careers Leaders to identify actions to help them improve their practice

Figure 5: 'The training helped me identify actions to improve my practice' (N=1116)



The majority of Careers Leaders improved their careers programmes after completing the training

careers programmes.

Figure 6: 'Has the training supported you to evaluate your current careers programme?' (N=225)

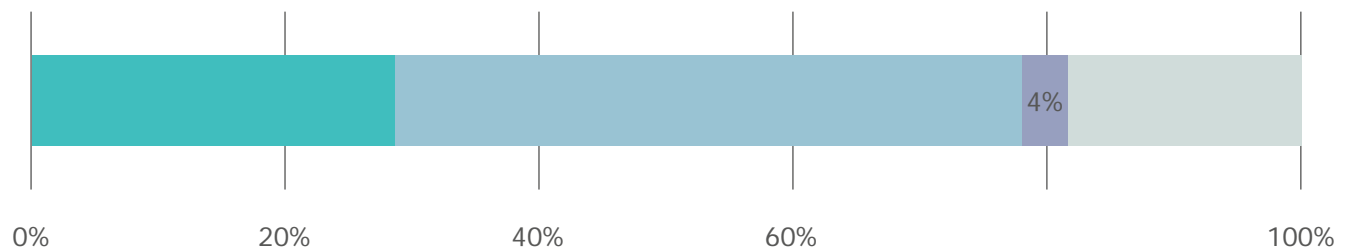
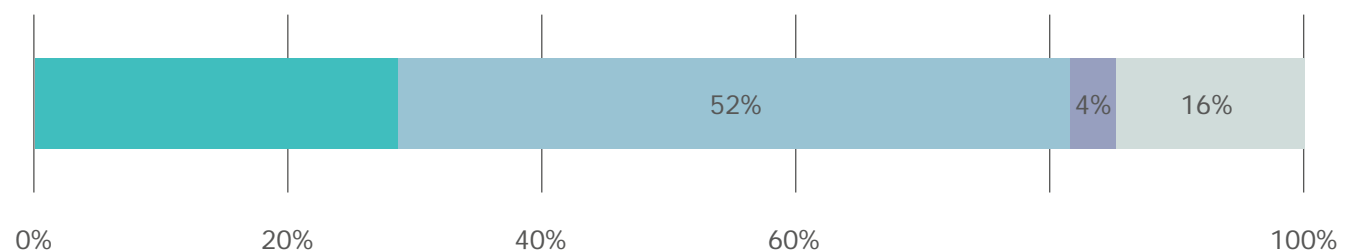
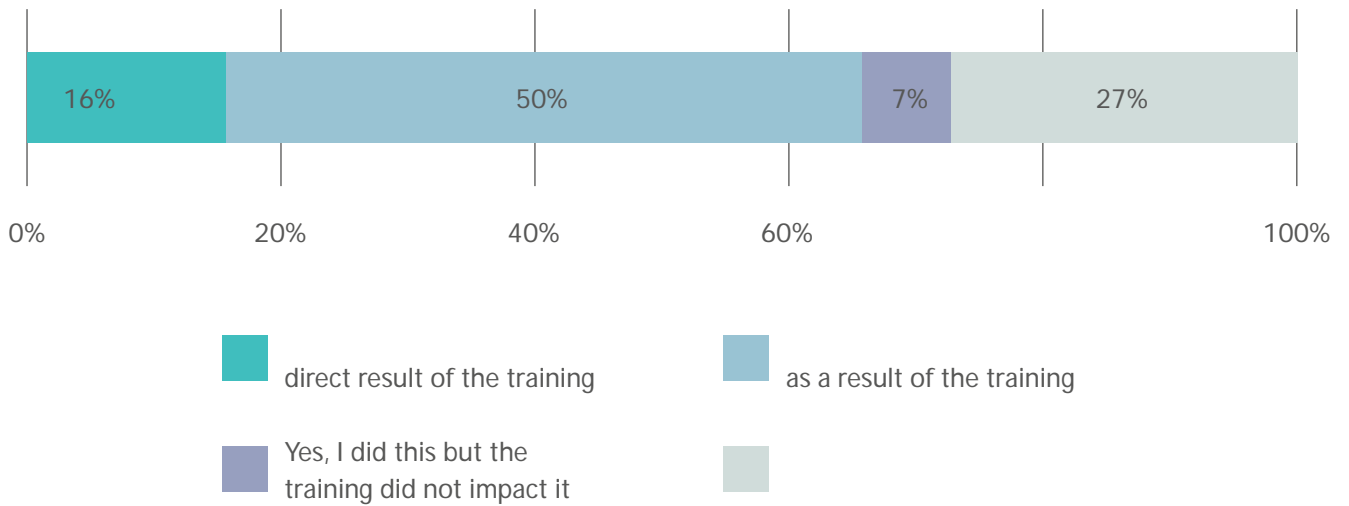


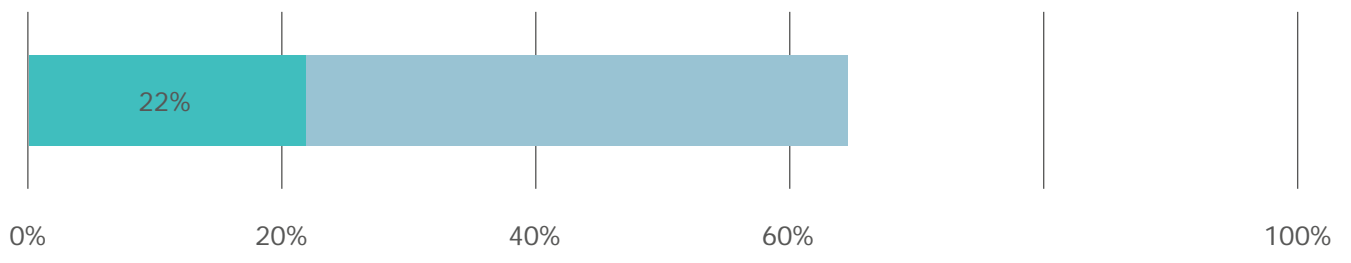
Figure 7: 'Has the training supported you to update your strategic careers programme?' (N=225)



The training supported two-thirds of Careers Leaders to link careers to the curriculum

of the Careers Leader role.

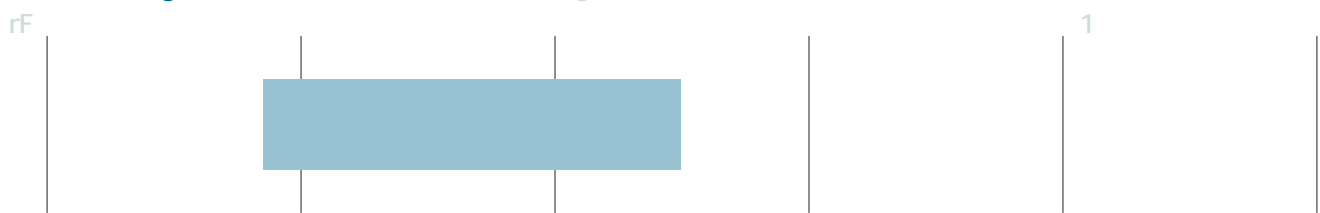




Engagement with senior leadership and governors improved for half the

Half the Careers Leaders reported using Labour Market Information more effectively

Figure 12: 'Has the training supported you to use Labour Market Information more effectively within your school/ college?' (N=225)

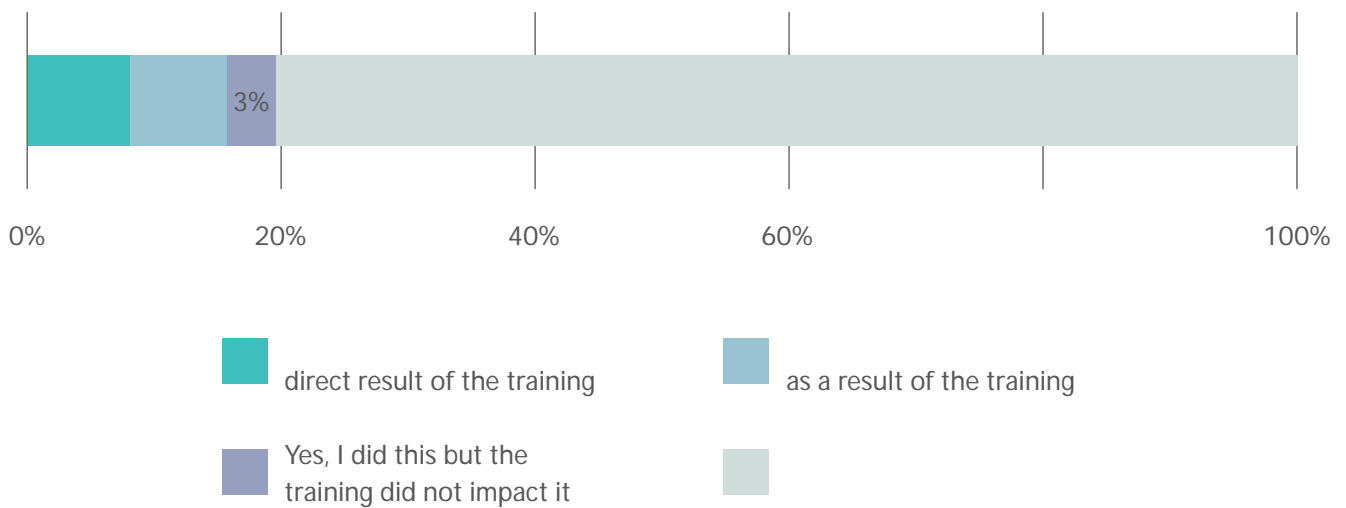


Almost half of Careers Leaders reported that the training supported them to help staff with CPD

Careers Leader training made the least impact on implementing progressive learning outcomes

and skills.

Figure 15: 'Has the training supported you to implement progressive learning outcomes within your school/ college?' (N=225)



5 | How did the training impact careers programmes?

report. _____ of this

Careers Leaders reported that the training supported their achievement of the Gatsby Benchmarks

Careers Leaders were asked to what extent they agreed that the training supported their school or college to _____ months later.

agreed.

The percentage of Careers Leaders *strongly* agreeing that their school or college was making faster progress

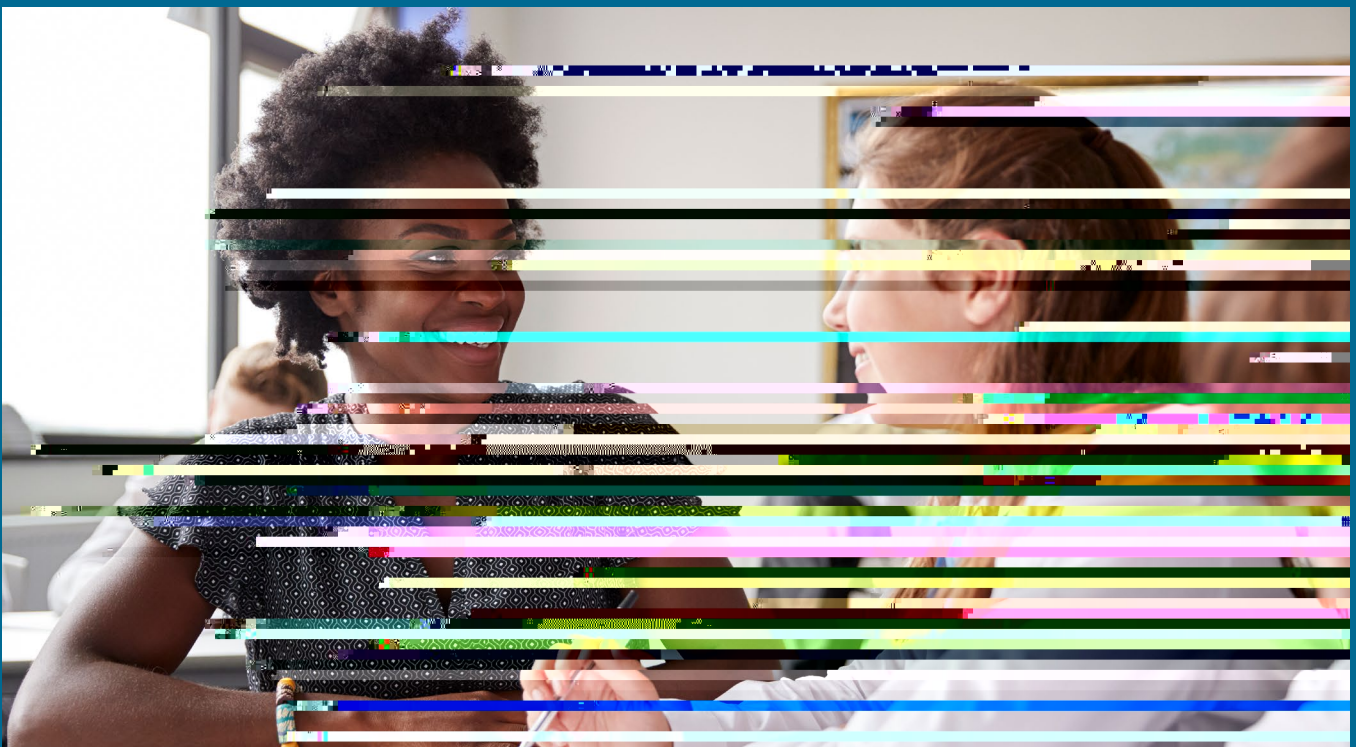
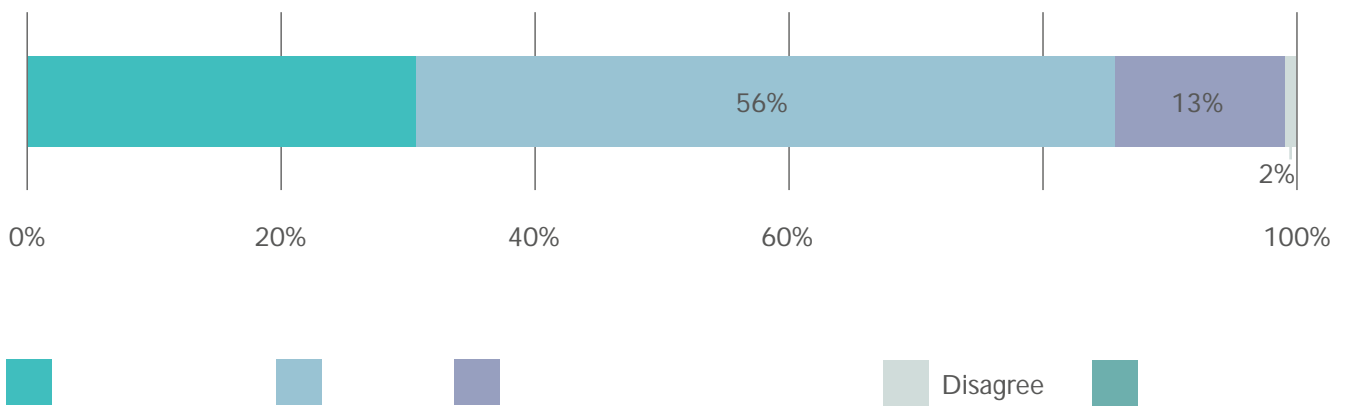
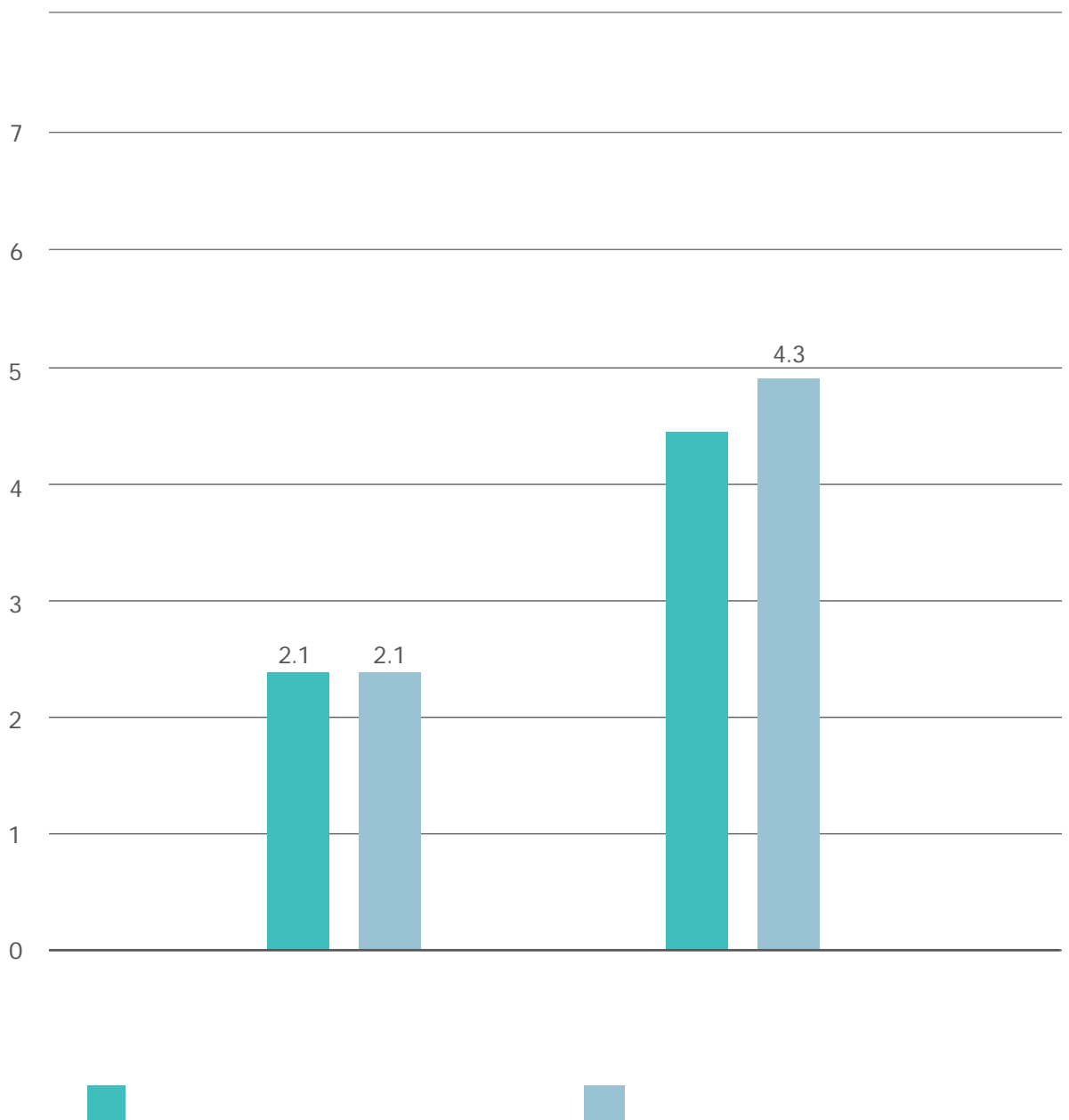


Figure 17: 'To what extent do you agree that, as a result of the training, your school/ college is making



Establishments with Careers Leaders who had completed the training made faster progress towards achieving the Gatsby Benchmarks

Figure 18: Average number of Gatsby Benchmarks achieved at baseline (July 2018) and in March 2021



Being in a Careers Hub was associated with faster progress towards achieving the Gatsby Benchmarks

Hubs¹⁵ and so we compared the impact of the training and out of Careers Hubs.

with establishments in Hubs scoring slightly more

groups increased the number of benchmarks they

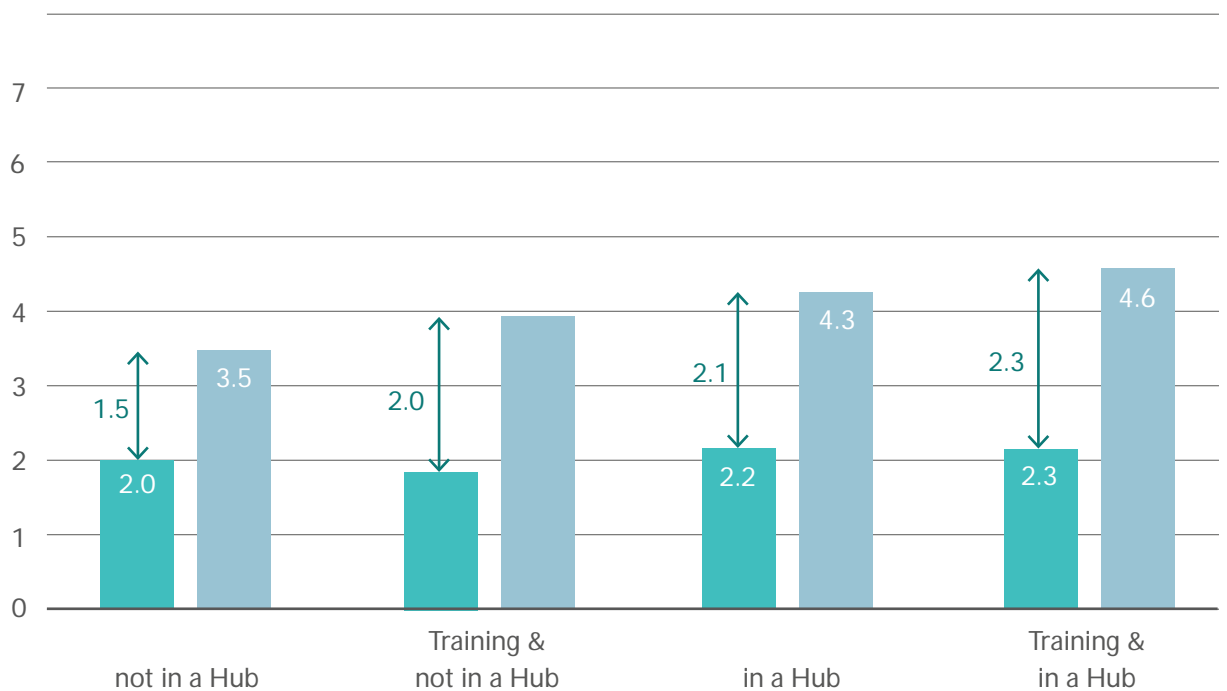


Figure 21: Percentage of establishments fully achieving each benchmark at baseline and in March 2021

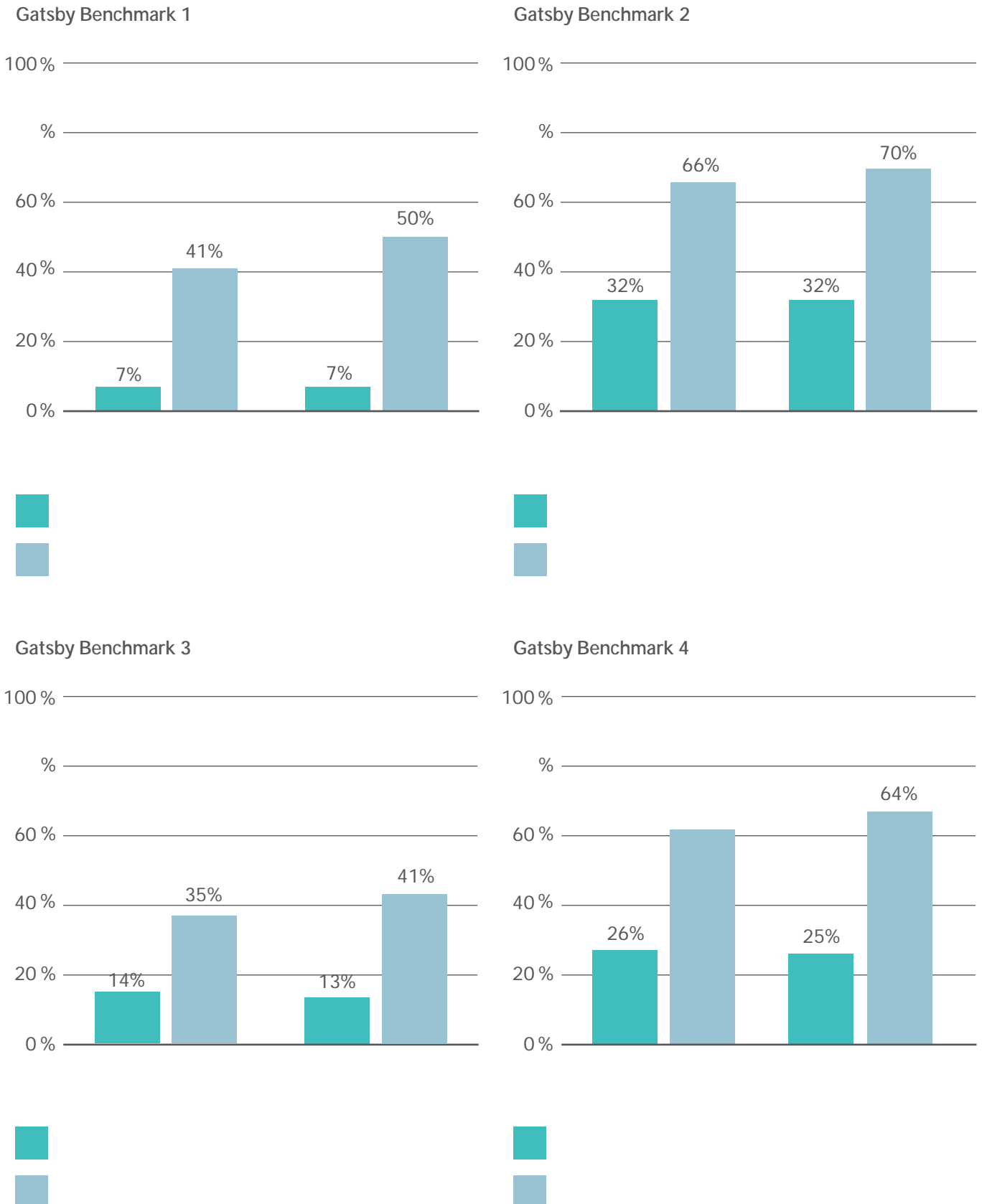
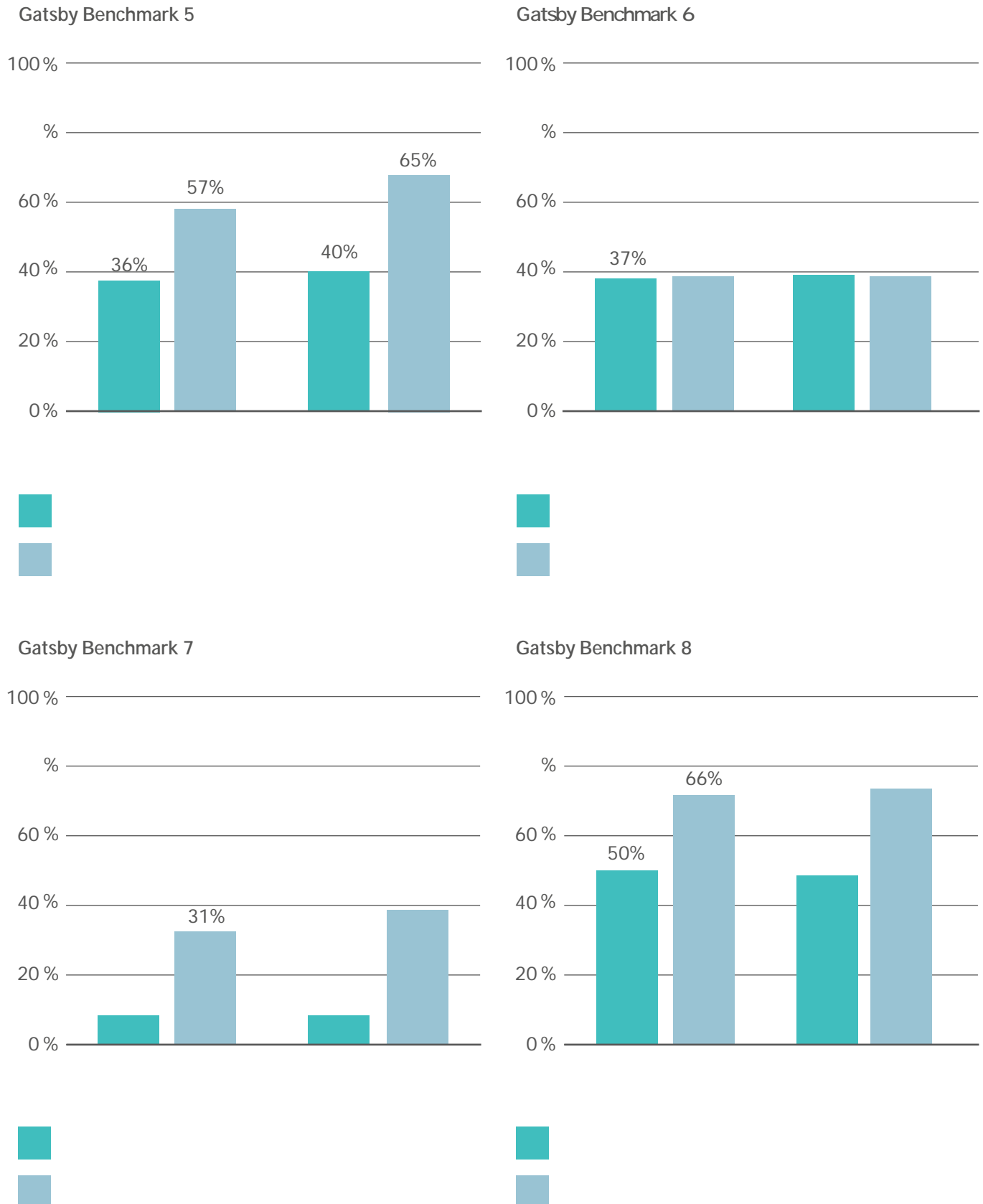


Figure 21: Percentage of establishments fully achieving each benchmark at baseline and in March 2021 (cont nued)



6 | Conclusion

across the four key areas of responsibility: leadership,

colleges, sixth form colleges and mainstream schools which suggests that the training is appropriate for

knowledge of Careers Leaders new to the role.

their careers programmes, link careers to the curriculum

Compass data suggests that the training has an impact colleges with Careers Leaders who completed the schools and colleges where the Careers Leader did of benchmarks 1, 3, 5 and 7.

the combined approach of training and membership of guidance in schools and colleges. This may be because

Leaders would like further support were on using labour future training or resources.

Appendix 1: Data sources

Careers Leader self-assessment survey

Careers Leaders to assess their knowledge in each of

also included and were consistent across the groups.

¹⁷. Once all Careers

Compass

assessment tool.

so are unable to control for these factors in the analysis.

Samples	Achieved sample	Issued sample
<i>Matched (pre/post)</i>		1,446
<i>Post only</i>	1,116	1,446
	225	
Compass results	2,600	
<i>Establishments with Careers Leaders who had completed training</i>	1,100	1,363
<i>In a Careers Hub</i>	723	
<i>Not in a Careers Hub</i>	377	
<i>Establishments with Careers Leaders who had not completed training</i>	1,500	
<i>In a Careers Hub</i>	897	
<i>Not in a Careers Hub</i>	603	

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Management	programme	Ensure that a programme of career guidance is in place and team exists to lead and manage it	guidance
		Ensure that systems are in place to monitor access to, programme and lead the response to issues that arise	careers programme
		guidance is an important part of their work with learners	programme, to ensure it meets learners
	guidance	management of the budget for career guidance and make the where necessary	learners
	Line manage the work of others	Ensure that appropriate training the careers programme	
	career guidance		
	in the careers team		

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Coordinator		Ensure that the college has systems in place to support the	college
	programme	areas of the college to ensure guidance	communicate key messages to
	Work with Heads of Year,		Work with curriculum areas and tutorial programme leaders
			career guidance
			Liaise with tutors, mentors and learners needing guidance
Communicate with pupils and their parents about the careers programme		the careers programme	

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Networking		in partnership with other senior employer engagement	Liaise with schools to facilitate guidance
		are in place to engage with all to support the careers programme	
	with the local authority for people	Lead the engagement of new external stakeholders	employers to contribute to the careers programme
	Commission personal career guidance from external	programme	Work with employers and learners
			guidance community and professional bodies at local,
			Liaise with the local support

THE CA

&