



Developing a new generation of careers leaders

Executive summary

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About iCeGS

iCeGS is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

A history of the Centre is available in the book

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

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This document is the executive summary of *Developing a New Generation of Careers Leaders: An Evaluation of the Teach First Careers and Employability Initiative*. The full report is freely available online and contains references and more detailed presentation of the data that support the conclusions set out here.

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The image on the cover was provided by Teach First and shows the Teach First team and the graduating Class of 2015/16 Careers & Employability Leadership Programme.

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Kenton School

Lambeth Academy

North Oxfordshire AcademyNorth Shore Academy

Oasis Academy Brightstowe

Oasis Academy Isle of Sheppey

Oasis Shirley Park

Swanshurst School

Walsall Academy

Westminster Academy

Introduction

Young people can find the process of making choices about their education and transitioning to work difficult. They are staying in the education system far longer than their parent(s) and then encountering a more complex labour market when they emerge.

Recent research from the Sutton Trust has demonstrated that social and educational advantage exert a strong influence on access to the best universities, professions and on career progression within the workplace.

Schools have a critical role in preparing young people for this challenging world. Good schools and good teaching can make a difference to the outcomes of individual pupils.

Interventions by schools to support young people in making educational and career decisions can enhance attendance and retention in the school system, attainment, progression and lifetime earning potential.

However, not all schools have the skills and capacity to deliver high quality careers and employability learning (CEL).

In 2015 Teach First published *Careers Education in the Classroom: The Role of Teachers in Making Young People Work Ready* which set out six key roles that teachers could play in the delivery of CEL.

“ Our ambition for the careers leadership programme is to develop a high profile and desirable school role for aspiring senior leaders. As our ITT model has influenced others, we hope that this innovation will lead by example in ensuring all teachers are equipped to inspire and educate the next generation of employees, entrepreneurs and employers...”

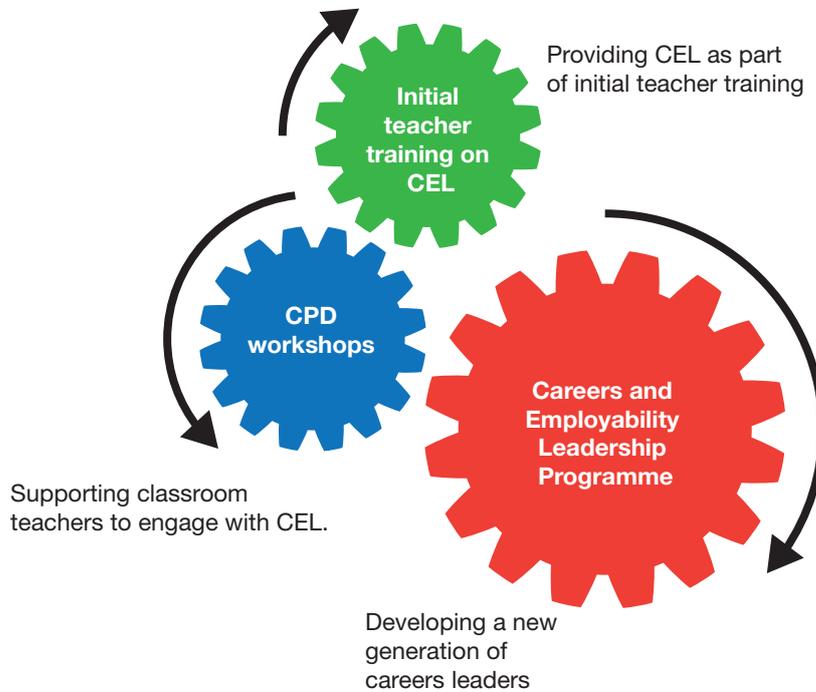
(From *Careers Education in the Classroom*)

Career informant
Being a trusted adult who can discuss career decisions to inform a young person's career aspirations.
Pastoral support
Providing pastoral support that links career decisions and career support together.
Within-subject
A teacher who makes connections between their subject and CEL to help build progression skills throughout the curriculum and make the link between the classroom and world of work.
Delivering CEL
Being involved in delivering specific CEL programmes, for example as part of the PSHE curriculum.
Leading CEL
Operational responsibility for leading whole-school approach - acting as a school's careers leader. The research argued that this role was critical to the delivery of effective CEL in schools and that it needed to be viewed as a middle leadership position.
Senior leadership
Providing senior leadership and strategy relating to careers and associated areas.

The report argued that there was a need to upskill teachers to take on these roles and set out a framework for a pilot programme of CPD to do this.

Understanding the Careers and Employability Initiative

This reports sets out an evaluation of the programme that Teach First developed to meet this need (the Careers and Employability Initiative). The pilot project ran during the school year 2015-2016 and consisted of three main components.



About the evaluation

The evaluation explored the impact of the Careers and Employability Initiative against the against the iCeGS evaluation framework.

iCeGS impact framework

Return on Investment	Was the original investment effective and does it represent value for money?
Results	What are the longer term effects of the intervention?
Behaviour	Do participants do anything differently as a result of their participation?
Learning	Have participants learnt anything?
Reaction	Have participants learnt anything?
Take-up	The level at which the intervention has been engaged with by the target audience
Investment	The level of resources that have been expended on the intervention

The evaluation also looked at the progress of participating schools against Teach First's own objectives as well as considering any provision change against the Gatsby Benchmarks for Good Career Guidance.

Results of the evaluation

ITT session

Key statistics

Attended by over 2000 teachers

33% rated the session as useful or very useful (53% were neutral)

The evaluation found that the Initial Teacher Training session had been delivered at an early point in the project's development prior to the appointment of the project team. The session focused on how CEL fitted the broad aims of the organisation and did not provide a lot of detail on how to implement CEL within schools. The evaluation suggests that it needs to be reworked drawing on some of the learning from the rest of the project.

The initial teacher training element of the project was engaged with by a large number of participants at the Teach First Summer Institute (1681) and the Teach First Impact Conference (c.400). In total 1375 participants at the Teach First Summer Institute provided feedback on the session. The feedback received for this session suggests that it needs to be made more impactful and provide participants with more practical outcomes.

CPD workshops

Key statistics

Attended by 213 teachers

92% said that the session had met the learning outcomes

Average rating of 4.22/5 for satisfaction

Average rating of 4.37/5 for the facilitation

“ Fantastic session with plenty to implement straightaway. ”

(CPD workshop participant)

The CPD workshops were 90 minute sessions which were either delivered as part of a broader event or as part of school INSET. The workshops offered were as follows.

- *Embedding enterprise skills into the curriculum.*
Developed with and delivered by Enabling Enterprise.
- *Make it matter. Joining the dots between exams and employment.*
Developed with and delivered by Business in the Community.
- *Integrating careers into your classroom practice.*
Developed with and delivered by Future First.

The CPD workshops were attended by 213 participants (above the target of 200). These workshops were well received with 92% of participants saying that they had met the learning outcomes. On average, participants rated the content of the workshop as 4.22 (with 5 being the highest possible rating for the workshops content). Participants' also highlighted the fact that the workshops were useful and practical and that they gave them ideas which could be implemented. There was some appetite for these workshops to be longer, to provide more detail and to offer more supporting resources.

Careers and Employability Leadership Programme (CELP)

Key statistics

15 schools participated

Average rating of 9.62/10 when asked whether they would recommend to other schools

100% found the support from Teach First useful or very useful

73% of schools reported a clear improvement in their career programme

100% of schools produced a careers strategy to drive provision forwards

The Careers and Employability Leadership Programme (CELP) recruited 15 career leaders across 15 schools (the target number). Participants were very satisfied with the programme giving it an average rating of 9.62 when asked whether they would recommend it to another school (10 was the highest possible rating). Participants stated that the programme was engaging, useful and that they had increased their knowledge of both leadership and CEL.

Participants were very positive about their participation in the programme and repeatedly highlighted the fact that this was not *just* a training course. Participants also appreciated the way in which the course had provided them with resources, linked them up to a community of practice and helped them to engage with employers and careers and employability providers. Most importantly the participants highlighted the way in which they had been given direct support by the Teach First Programme Manager and the way in which the Programme Manager had supported them through direct engagement with their SLT.

The evaluation surveyed a sample of wider teaching staff across the 15 pilot schools about their attitudes and practices as well as their perception of senior leadership involvement in CEL. Teachers were asked to complete the survey twice: once at the beginning of the pilot as well as upon completion of the pilot. Prior to participation in the CELP, teachers within the pilot schools were very positive about the importance of engaging with CEL for their students. However, the results of the survey suggested that they had become even more positive following the CELP. The change in attitude was statistically significant. This suggests that the impact of the CELP was not confined to individual participants but may have contributed to the reported culture change in schools.

There was clear evidence that completion of the programme positively changed school practice. Most participating schools were prioritising CEL and delivering more CEL related activities. Crucially in many schools the CELP facilitated the school's engagement with CEL at a whole school level. At the start of the programme all participants were asked to rate how far their schools met each of the eight Gatsby benchmarks, which was then compared to a final assessment to measure their progress against each benchmark.¹

“ It has been an exceptional programme that has already challenged and moved knowledge, understanding and thinking. Much progress has already been made and there is huge capacity for more. ”

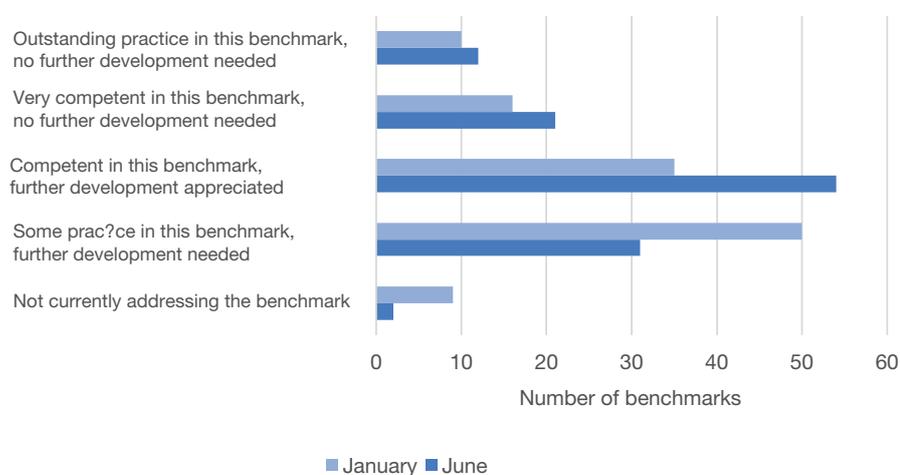
(CELP participant)

“ Megan is a consummate professional and acts at all times with positivity, authority and compassion. She is solution focused, supportive and empowering. Her messaging and high quality sessions all point to the highest aspirations for the project and us. ”

(CELP participant)

¹ Each of the 15 schools school had 8 benchmarks so there were a total of 120 benchmarks observed.

**Schools' self assessment against all Gatsby benchmarks -
January vs June (n=120)**



Most schools (73%) that participated in the programme reported that their participation had resulted in improvements to their practice. While for the remainder it had resulted in the development of new plans and strategies that, if carried through, will lead to more fundamental changes in the next academic year and beyond.

“ There is a drastic improvement in these students' outlook on careers and their futures. ”
(Teacher)

The greatest progress across all the benchmarks is the shift from 'some practice' to 'competent' practice. This is particularly evident for the 'A stable careers programme' and 'Addressing the needs of each student' benchmarks. There is evidence that less progress has been made for benchmarks which require greater 'buy-in' from senior leads and staff across the school such as the 'Linking curriculum learning to careers' benchmark with 10 of the 15 schools only providing 'some practice' by the end of the programme.

“ Students are getting much more informed. They want more and they want more experiences of more careers. ”
(Teacher)

The evidence suggests that the CELP was well implemented, liked and found useful by participants, that it affected a change in attitudes in the schools that participated and that critically it shifted practice in these schools in a positive direction. The shift in practice is important because it suggests that those schools which participated in the CELP saw a clear improvement in the practice across the whole school. This was not just a training programme for individuals, but rather offered a route for whole school transformation. Taken together all of these findings point to the fact that the CELP was a very successful programme.

“ I believe that we have successfully raised aspirations in schools. I think that we have planted some seeds. ”
(CELP participant)

In many ways the CELP should be understood as a school development programme delivered through a programme of CPD. The way in which the programme design scaffolded the development of the participants, advocated for them and for CEL within the schools and prepared the participants to be an agent of change proved to be critical to its success. The participants understood the multi-faceted nature of the programme and recognised that they were not on 'just another training course'.

“ We've given students an element of confidence that they wouldn't have had than in the past. This year group are much more polished. ”
(CELP participant)

Some staff felt that this had already started to make a real difference to the perspectives of students within their schools.

Summary against the aims for the Careers and Employability Initiative

Programme	Initial programme aims	Findings
ITT Sessions	New teachers feel confident and equipped to fulfil the pastoral/careers informant role.	The ITT sessions were delivered at a very early stage of the Initiative. There is a need to develop this element further in future iterations of the Careers and Employability Initiative.
CPD Sessions	Subject teachers feel more confident and better equipped to make connections between CEL and their subject.	The CPD workshops were successfully organised, impacted on over 200 teachers and were well received. Participants reported that they were satisfied with the programme and that they felt it met the learning outcomes. Teachers reported in their feedback on the session that they felt able to implement their learning in the classroom.
Careers and Employability Leadership Programme (CELP)	15 teachers become confident, knowledgeable and trained leaders in this field, and understand what first-class provision in CEL looks like.	There was strong evidence that all participating teachers found the programme useful had developed both their leadership skills and their knowledge of CEL during the programme. Furthermore, there was also evidence that there had been knowledge transfer to other teachers in their schools.
	15 schools design a high quality whole-school careers strategy, including a robust monitoring and evaluation framework.	All participating schools made considerable progress on planning and strategy around CEL and produced a school wide CEL strategy.
	15 schools gain Senior Leadership Team (SLT) buy-in for the implementation of the new whole-school careers strategy.	Teach First staff both supported participants to engage with their SLT and directly intervened to engage them. The evidence from both the teachers' survey and the self-assessment suggested that SLTs became more engaged throughout the programme and that implementation is already underway or planned for next year.
	15 schools are effectively supported throughout the programme by the Teach First Programme Lead, local business mentors and peer support networks.	Participants felt well supported. 100% rated the support that they were given by Teach First as useful. They were also very positive about the support that they received from careers providers, employers and from their peers on the course.

Looking forwards

The overall evaluation of the Teach First Careers and Employability Initiative is very positive. All three aspects of the programme are valuable. However, it is worth noting that, as it currently stands, the Careers and Employability Initiative is not really a coherent whole. Rather it is three projects linked by a focus on CEL. The first of these (the Initial Teacher Training intervention) was delivered at a very early stage of the project and will need further development in future years. The second (the CPD programme) was universally positively received, but remains as a fairly slight intervention. The third (the CELP) is clearly a very strong training product. The CELP is also the most resource intensive and so got the majority of the development attention during the first year. In subsequent years a similar level of innovation needs to be applied to the other elements.

The evaluation suggests that Teach First should consider the following questions as the programme is developed:

Does the overall design of the Careers and Employability Initiative work?

The Careers and Employability Initiative is a very successful programme. However, it could be further developed to become a more progressive suite of training and development products which support schools to drive forwards CEL.

What is the key to the effectiveness of the CELP?

The CELP was the best developed and most impactful element of the project. Its success is routed both in the depth of the intervention and in the way that it actively engaged whole schools and not merely the direct participants in the programme. It is important that both of these aspects are preserved as the programme is developed.

Is the scale of commitment right?

CELP is a very deep intervention. There will always be a tension between depth and breadth of coverage. The evidence suggests that the depth of the intervention is key to its success and Teach First should be careful about watering it down. However, there may be value in Teach First considering ways in which the pattern of engagement on the CELP could be changed to facilitate increased access.

Would there be value in accreditation?

The fact that the CELP was demanding led a number of participants to question whether it should lead to a qualification or accreditation. Some participants felt that a more tangible form of accreditation would help to justify the level of commitment. Two main options were articulated.

- 1 A qualification for the CELP participant e.g. a Masters or postgraduate certificate.
- 2 An accreditation for the school e.g. linking participation in the programme to a Quality in Careers Standard award.²

² The Quality in Careers Standard exists to provide national validation for England's range of Quality Awards for Careers Education, Information and Guidance. For further information see www.qualityincareers.org.uk

How could the project be made sustainable and scaled up?

The Careers and Employability Initiative is a substantial programme which requires high quality staff and appropriate resources. If it is going to continue on a similar basis it will need to attract more funding. Three ideas were identified to support this aim.

1. Teach First need to publicly commit to the programmes future and to signal that this work is a key part of the organisation's portfolio.
2. The organisation needs to broaden the range of employers involved in funding the project and explore whether schools can some or all of the costs.
3. It is also important to make a case for around the policy impacts of the programme. Policy interest in careers is continuing to grow.

Recommendations

1. Future iterations of the Teach First Careers and Employability Initiative should seek to create a progressive framework of training and development products which can support schools to deliver high quality CEL, from ITT to leadership stage.
2. The whole school approach taken in the CELP appears to offer some powerful impacts. Teach First should maintain this approach as they continue to develop the CPD workshops and the CELP.
3. The CELP should be focused on the development of careers leaders. The careers leader in a school will usually be a middle leader, but it is also important that SLT involvement in the programme is maintained.
4. Teach First should reconsider how the CELP is branded and framed and consider whether it would be better articulated as a school development programme rather than a training course.
5. The pattern of delivery for the Careers and Employability Initiative should be reviewed to ensure that there are a range of products which require different levels of commitment. There is also a need to consider ways to make the CELP more flexible without watering it down.
6. Discussions should be opened with universities and other accreditation bodies to explore ways in which the programme could lead to a qualification.
7. Discussions should be opened with the board of the Quality in Careers Standard to explore whether participation in the programme could lead to the award of a quality mark for the school.
8. Teach First should publicly commit to the future of the Careers and Employability Initiative and seek to scale it up over the next few years.
9. A range of funding sources should be explored to develop the Careers and Employability Initiative.
10. Teach First should seek a meeting with the new Careers Minister as part of a process of engaging policymakers and educating them about the role of careers leaders.

Further information

For further details on the evaluation and recommendations please see the full report.

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