Working Strategically as an Enterprise Adviser

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December 2020

Do you think your school or college takes a strategic approach to their careers programme?

Why we need schools & colleges to take a strategic approach to their careers programme

- To ensure that careers is not an isolated responsibility (a whole school approach)
- To have an embedded approach that is sustainable
- To ensure provision is meaningful and not just 'a series of events'
- To focus on impact aligned to school priorities which helps sustainability
- To improve outcomes for young people
- To raise the profile of careers within an institution
- To ensure sufficient resources are committed to careers

Today we will focus on:

- Outline the Kotter model for managing change and show how this can be used to gain buy in and drive change in your matched school or college.

- Share the journey of Cheadle Hulme High School and the benefits that using this change management model has delivered within one academic year.

- Highlight the practical tools available to help you create a strategic careers plan for the school or college with your Careers leader.

- Outline your role as an Enterprise Adviser through each of these stages.

You will be involved in some group and paired discussions throughout.

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Objectives

By the end of the session you will

- Understand the importance of a school or college taking a strategic approach to their careers provision and the role you can play as an Enterprise Adviser.

- Understand how you and your Careers Leader can build a 'Strategic Careers Plan', using templates, tools and best practice from across the national Network.

- Learn how the Kotter model for managing change can be applied in your matched school/college - to help your Careers Leader engage their Senior Leaders and develop a school-wide approach to careers.

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Kotter Change Management Model

CREATE
a sense of urgency

INSTITUTE
change

BUILD
a guiding coalition

the big opportunity

SUSTAIN
acceleration

FORM
a strategic vision
and initiatives

GENERATE
short-term wins

ENLIST
a volunteer army

ENABLE
action by
removing barriers

Kotter Change Management Model

Creating a sense of urgency

Why does their careers provision need improvement?

And why does it have to happen **now?**

Kotter Change Management Model
Creating a sense of urgency

Data Led	Compass data Destinations data Benchmark performance compared to local, regional, national scores Future of work data Employer feedback on school leavers lack of preparedness for work. Evidence of impact of employer encounters on young people.
Emotive	Feedback from students- student voice Feedback from parents Feedback from employers (i.e. Enterprise Advisers)
School priorities	Ofsted Inspections – Personal development focus: "At each stage of education, the provider prepares learners for future success in their next steps" Compliance with statutory requirements: "Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020" The School Development Plan – How can careers help achieve the objectives

Kotter Change Management Model

Creating a sense of urgency in the light of Covid - 19

News > UK > Home News

Young people were hit worst by the great recession

Full-time employment for men aged 20-24 fell 10% since 2008

Emily Dugan | @emilydugan | Thursday 12 March 2015 01:11 |

Unemployment

Young workers most likely to have lost jobs during Covid-19 crisis

Resolution Foundation report confirms under-25s hardest hit by the economic fallout

OPINION 22/05/2020 06:00 BST | Updated 23/05/2020 11:08 BST

Youth Unemployment Is A Ticking Time Bomb

Coronavirus lockdown means we are now running the risk of a whole generation 'failing to launch', Tristram Hooley writes.

By Tristram Hooley

NEWS

29th May

Young people risk having their careers 'scarred' by Covid-19

By Alistair Grant
Political Correspondent

Resolution Foundation
BRIEFING

Class of 2020
Education leavers in the current crisis

Kathleen Henehan
May 2020

Kotter Change Management Model

Creating a sense of urgency – Your role

Career Leader role	Enterprise Adviser role	Enterprise Coordinator role
• Complete a compass assessment and share it • Identify and share current school priorities (school development plan) • Collate existing feedback that can be used to build a case.	• Provide an employer's insight on the work readiness of young people. • Provide an employer's insight on current recruitment & work practices. • Support the Careers Leader to articulate the importance of careers education	• Articulate the statutory requirements around careers • Provide comparative benchmark data from sub-region & nationally • Provide information on the local context for careers i.e. recent Ofsted reports, programmes in nearby schools

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Kotter Change Management Model

BUILD a guiding coalition

- **What is it?**

- **Who are going to be the key stakeholders from your institutions that you will need in the guiding coalition?**

BUILD a guiding coalition

- **Enterprise Adviser**
- **Careers Leader**
- **Member of SLT**
- **Link Governor**
- **Enterprise Coordinator**
- *Faculty heads and Heads of Year*
- *Key curriculum teachers*
- *Pastoral teams*

BUILD a guiding coalition

How to approach these key stakeholders…

- **Approach them for a conversation. Get the Careers Lead to introduce you.**
- **Invite them to a LEAN meeting.**
- **Presentations:**
  - **Slide deck for SLT**
  - **Slide deck for governors**
  - **Guide for governors**

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BUILD a guiding coalition

| Career Leader role	Enterprise Adviser role	Enterprise Coordinator role
• Make introduction to key stakeholders for EC and EA • Set up meetings with key stakeholders	• Encourage CL to build the coalition • Support the CL to plan the approach to SLT / governors • To Support CL/EC at presentations	• To explain why this is so important. • Encourage CL to build the coalition. • Support the CL to plan the approach to SLT / governors • Signpost key resources to support.

FORM a strategic vision and initiatives

What is a vision and why is it important?

Balancing the 'infinite' goals with 'finite' goals

Start with the why (not with the what)

Outside in / Conventional   Inside out in / Remarkable
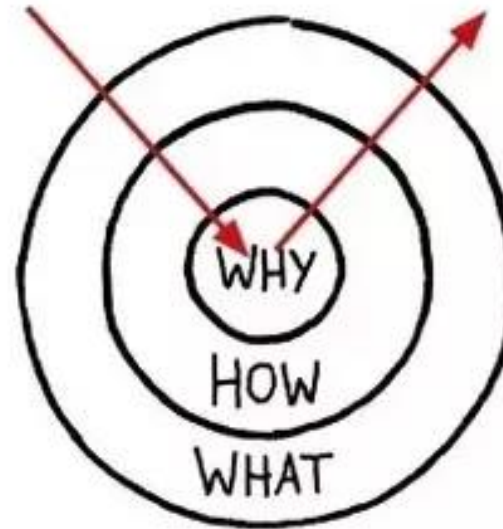
Why? = The Purpose
What is your cause? What are your values?

How? = The Process
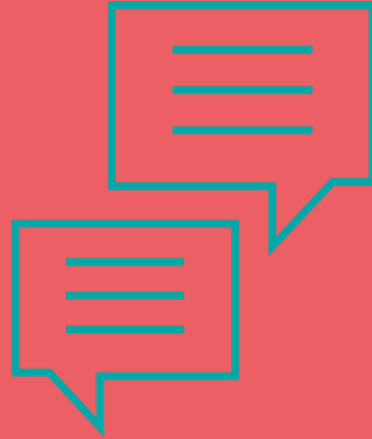The specific actions to realize the Why

What?
What do you do? The result of Why. The proof

The Golden Circle according to Simon Sinek

FORM a strategic vision and initiatives

Which of the example visions would best match your school and why?

1. To inspire our learners to make informed choices about their own future and take ownership of planning life after school.

2. Opportunity for all.

3. To enable learners to choose pathways that are right for them and to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

FORM a strategic vision and initiatives
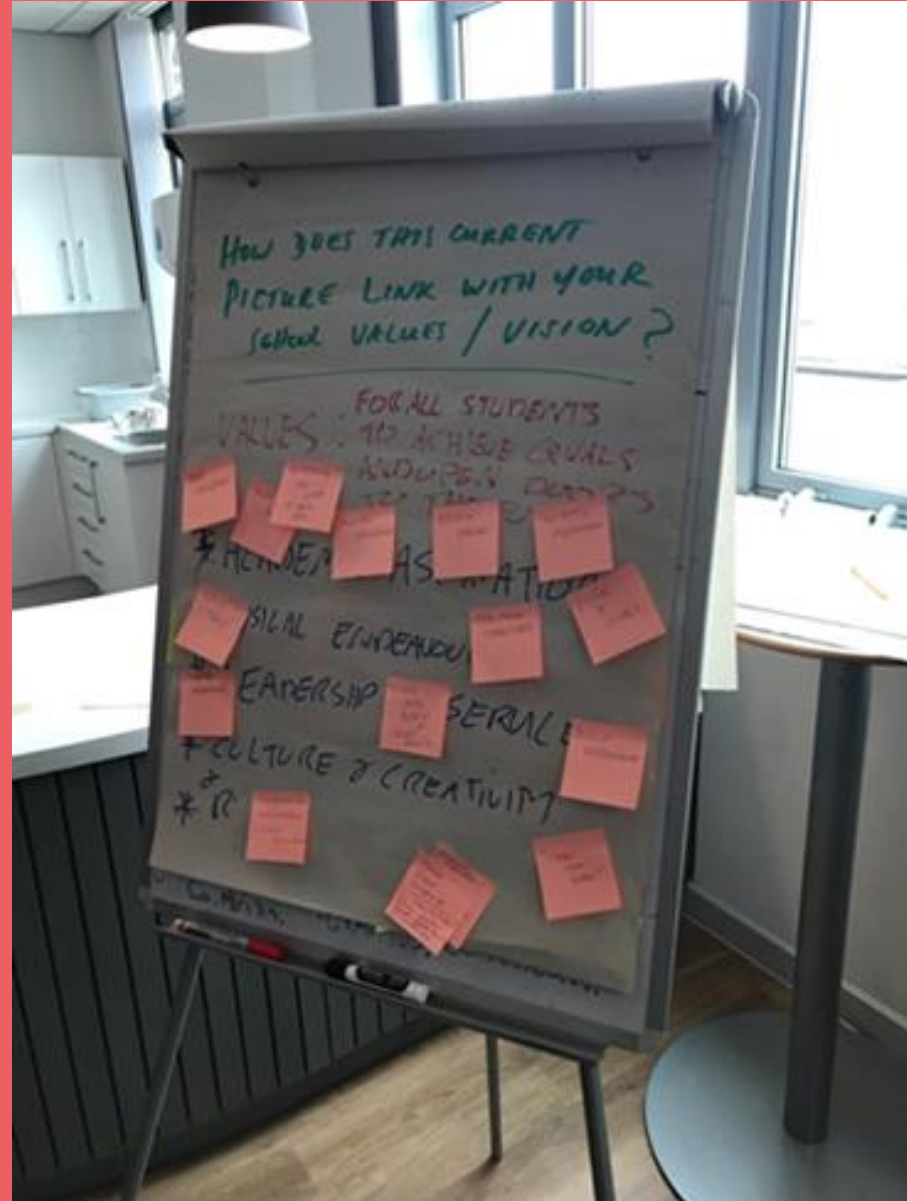
How to create a strategic careers plan

Teach First

Guidance on creating a strategic plan document

1. Vision

2. Current State

3. Key Strategic objectives

4. Action plan to achieve objectives

FORM a strategic vision and initiatives

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Visioning workshop

1. To generate passion about what a great careers programme can mean for your matched school.

2. To agree what the careers programme should achieve for students, parents, teachers, and employers.

3. To agree how the careers programme can link with the wider school vision and values.

4. Explore the benefits of a great careers programme and to ask for help to achieve it.

FORM a strategic vision and initiatives

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How to create a strategic careers plan

Teach First

Guidance on creating a strategic plan document

Vision

A concise, ambitious and inspiring statement that articulates the wider vision of what the school's careers provision aims to achieve for students. This should reflect 'who you ultimately want students to **be'**. This vision should make reference to school's vision statement. If your school has an Enterprise Adviser, please involve them and the link governor in the process of shaping and clarifying the vision for your careers provision

SLT Comments:	Link Governor Comments:	Enterprise Adviser Comments
Parent Voice Comments:	Student Voice Comments:	Staff Voice Comments:

Schools Vision Statement:

Vision for Careers Provision **Ideas**:

Vision for Careers Provision **Statement**:

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How to create a
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**Guidance on creating a
strategic plan document**

1. Vision

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4. Action plan to achieve
   objectives

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Assess the current state of the schools or college's careers provision

- Compass Tool

- SWOT analysis (existing Strengths, Weaknesses, Opportunities and Threats)

- Destinations data

- Local context: LMI, growth sectors, FE/HE provision, etc.

- Vulnerable groups and 'gaps' in outcomes

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Current State

Assess the current state of your school or college's careers provision through:

- Completing the Compass Tool
- Carrying out a SWOT analysis (looking at its existing Strengths, Weaknesses, Opportunities and Threats)
- Analysing your destinations data
- Local context: LMI, growth sectors, FE/HE provision, etc.
- Reviewing vulnerable cohorts and any 'gaps' in outcomes

Compass - Current Compass Score:	
Compass - Priority Benchmarks:	
Destination Data:	
LMI - Local and Regional Context:	
Vulnerable Cohorts/Gaps in outcomes	

Teach First

Strength of Careers Provision SWOT

Consider: Benchmark Progress, Staff CPD, Roles/Responsibilities of CL, Enterprise Advise/Link Governor Role, Time/Resource, outcomes etc.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

Key priority/action areas from SWOT:

-
-
-

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Setting key strategic objectives

- What are the specific issues the school is trying to solve?

- What would solve the problem?

- What does success look like?

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- Ensure that key stakeholders 'know and understand' careers provision and that stakeholder voice is used to inform careers provision.

- Reduced Fixed Term Exclusions for Pupil Premium Students.

- Increase parental engagement with careers programme.

Key strategic objectives

- Identify between 3-5 Objectives for your Strategic Careers Plan
- We recommend that you identify objectives, which relate to the development of careers provision in your school/college AND that you identify at least one 'whole school/college' objective

Development of Careers Provision Objectives: Key Prompts

Vision:

- Should objectives be set around development/sharing of a vision?

Current State:

- Should objectives be driven by destinations data or other outcomes from SWOT analysis?

- Should objectives be driven by key priority benchmarks or by sub benchmarks at a student level?

- Should objectives be driven by key SEND/vulnerable groups in your school/college?

Whole School/College Priorities: Key Prompts:

- What issues is your school 'trying to solve'. Consider how Careers provision can add capacity and can be 'part of the solution'

- Key issues for the school from the SDP

- Key areas for improvement from Ofsted

- Key thematic areas for the school (i.e. parental engagement, stakeholder voice, literacy, oracy, etc.)

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Action planning

"How to achieve your strategic objectives"

- Time-frame
- Responsibilities
- Evaluation plans

Action plan

This will highlight HOW to achieve your strategic objectives. It will include timeframes, responsibilities and evaluation plans.

School Name:	Date Strategic Careers Plan Created:	Date approved by SLT:	Date approved by Governors:		Proposed Review Date:
Career Leader Name:					

Strategic Careers Plan - Academic Year: XXXX					
Objectives *"What are the problems you are trying to solve?"*	**Actions, including CPD** *"What would solve the problem?"*	**Responsible** *"Who is responsible for each action?"*	**Time** *"When do you aim to have this completed by?"*	**Outcomes** *"What would success look like?"*	**Progress**

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Cheadle Hulme Case Study

Cheadle Hulme Case Study 1
Cheadle Hulme Case Study 2

Liz Perkins (Enterprise Adviser) and Louis Garbutt (Enterprise Coordinator) set up a visioning workshop with the aim of engaging key stakeholders and ensuring they were emotionally invested in developing a careers strategy. They wanted to identify what the school's values and wider objectives were and articulate what a robust careers programme should achieve for students, staff, parents and employers.

FUTURES

CHEADLE HULME HIGH SCHOOL

The careers programme is overseen by a named careers leader. The information contained in this document is not exhaustive and is intended to give a flavour of the strategy and content covered.

Careers Leader:	Mr J Peet
Position:	Deputy Headteacher
Contact Phone:	01614857201
Email:	enquries@chhs.org.uk

The following data, provided by Stockport Services for Young People is triangulated with student our tomes and student voice to assess the impact of our programme.

	2016	2017
In full time education	92%	92%
In full time training	1%	0%
Apprenticeships	5%	7%
Employment without training	0%	1%
Not settled	1%	1%

Gatsby Benchmark	Headline	Summary
1	'A stable careers programme.'	We have a stable programme of assemblies, presentations and taught elements. The programme forms part of our Beliefs and Values curriculum as well as a full range of form time activities. The programme is backed by a dedicated Careers Leader (Mr Peet). We have numerous stakeholder forums to continually review our programme and update throughout.
2	'Learning from career and labour market information.'	Our form time sessions and assemblies make specific reference to LMI and signpost updated information to students, parents and staff. We use LMI to help students make informed choices at key transition points such as the Year 9 options process and post-16 applications.
3	'Addressing the needs of each pupil.'	Through our varied careers events we challenge stereotypes by allowing students contact with a number of different employers and employees. Throughout we record the journey of our students and address any emerging needs.
4	'Linking the curriculum to careers.'	Our staff look for opportunities to link to the curriculum through themed weeks. We have a particular focus on STEM and the importance of English and Maths. Within core departments we have dedicated staff who are working to further link each curriculum more closely to the wider world of work.
5	'Encounters with employers and employees.'	We host annual speed networking events for every year group and enhance these with small work place safaris and employer visits. We have a full programme of employee visits and numerous business presentations.
6	'Experiences of workplaces.'	As well as work place safaris to specific employers we enhance as many extra curricular trips as possible to become an exploration of the work place. Students at KS5 also undertake a compulsory element of work experience.
7	'Encounters with Further and Higher Education.'	We provide our students with a range of opportunities to link with further and higher education. We believe that this should be done from the moment students join our school.
8	'Personal guidance.'	We work with Stockport Local Authority to provide a qualified careers professional who offer 1:1 guidance to all students at KS4. Students can also self refer to various drop in sessions. Furthermore, we train our staff to be able to offer specific advice to their context such as KS4 tutors undertaking training in apprenticeship options.

Our careers programme is under constant review. The information contained in this document should be viewed alongside our CEIAG policy.

After

FUTURES

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Whole School	Global Week' including European Day of Languages (23rd - 27th September); Biology Week; Futures Briefing No 1	Maths Awareness Week (28th October - 1st November); Biology Live; World Maths Day (15th October); Geography Awareness Week (11th - 15th November)	Number Day (7th Feb); Biology Live; Futures Briefing No 2	National Careers Week (2nd - 7th March); National Apprenticeship Week (3rd - 7th February)	Futures Briefing No 3	
Year 7	(FT) One page intro. (FT) What have you achieved? (AS) Why not you? SEND Parents presentation (Evening) (IE) National Poetry Day. Poet in residence (3rd October)	(FT) Who can help me? (FT) 'Skills for life.' (FT) What influences me? (FT) START: Module - 'Getting started ('Start week' - 5th - 6th December) (AS) Introduction to 'START'. (IE) Visiting author (IE) Enterprise Day	(FT) What is work? (FT) Careers resources. (FT)START: Module - 'Opening your eyes' (Start week' 10th - 15th February) (AS) Passport introduction. HE Uncovered presentation (Date TBC) (EE)STEM Ambassadors Event (IE) Mike Ollerton Maths	(FT) Changes in the world of work. (FT) Setting life targets. (FT) How will I get there? (AS) What is STEM? (EE) Bletchley park (IE) F1 in Schools (12th February)	(FT) Banking and finance (FT) 'Succesful roles. (FT) How much do people earn? (FT) START: Module - 'Introduction to University' (EE) Laurus Scholars	(FT) START: Module 3 (AS) Year 7 passport revisited (IE) Culture and Creativity (IE) Salters Chemistry Festival (IE) CHHS Employer Event (1st July 2020)
Year 8	(FT) Brainology (FT) Are school and work different plus different types of work? (AS) Why not you?	(FT) What can you do now? (FT) START: Module - 'Introduction to locker' (17th December) (AS) 'START' next steps. (AS) GRIT (IE) Tenner Challenge	(FT) Which job goes where? (FT) Who does what job? (FT) START: Module - 'What are employability skills?' (AS) LMI (AS) Jobs at CHHS (EE) First Tech Challenge (EE)STEM Ambassadors Event (IE) Mike Ollerton Maths	(FT) Making decisions. (FT) The Hero Myth. (AS) Future Options. (AS) 6th Form routes. (IE) F1 in Schools (12th February)	(FT) Buyer beware. (FT) Pay day. (IE) CHHS Employer Event (5th May)	(IE) Culture and Creativity
Year 9	(FT) Where do I want to go? (FT) My support network. (FT) My personal qualities. (AS) Why not you? GM Higher presentation + Q&A (IE) Sector Segments (Teaching) (EE) Stockport Futures Event (IE) Challenging Stereotypes Event (11th and 14th October)	(FT) Skills and jobs. (FT) Using reliable information. (AS) GRIT MFL Parents information evening (IE) Sector Segments (Media) (IE) First Tech Challenge (EE) Rylands Library (EE) SETA Engineering	(FT) Which way now? (FT) Potential barriers. (FT) START: Module - 'Where could my GCSEs take me?' (24th - 29th February) (AS) Options Assembly Options info booklets (LMI) (IE)Sector Segments (NHS) (IE) MAG Dragons Den	(FT) Challenging Sterotypes. (AS) Informed choices Options Evening and Appointments (IE) Sector Segments (Engineering) (IE) Halle and Siemans Project (IE) F1 in Schools (12th February) (EE) Skills North West Event	(FT) Higher Education revisited. (FT) START: Module - 'Apprenticeships.' (IE) Sector Segments (Law) (IE) Sector Segments (Finance) (EE) PP Aspiration Event	At Risk' interviews MFL Results Day (IE) and (EE) Sector Segments (Sport - Man City) (IE) Culture and Creativity (EE) MFL Hursthead visit (IE) Salters Chemistry Festival (EE) Apprenticeship Store

FUTURES

Our purpose

Create a clear plan of intent for the Futures programme at CHHS.

Allow all stakeholders to play their part in the implementation of the Futures programme.

Implement a stable programme from Year 7 through to Year 13.

Be a leading school, within our Trust, for CEIAG provision.

Our goals

Increase the number of employer encounters that our students have in every year group.

Curriculum learning to have clear and explicit links to the world of work.

Give our parents, students, and staff the tools and expertise to talk, discuss, and explore all future options.

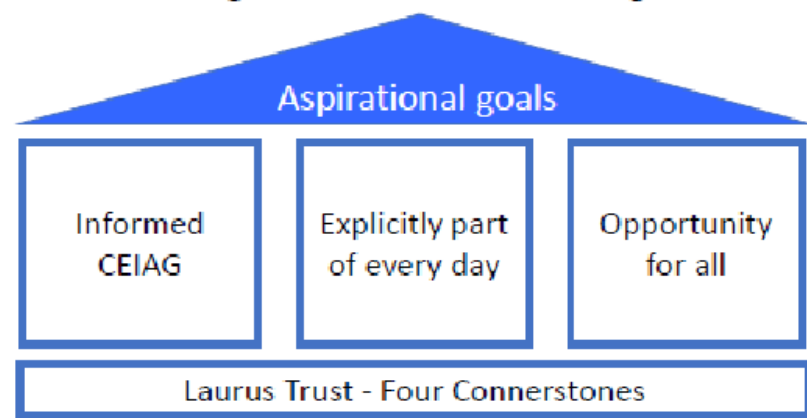Inspire our students to access routes they previously thought impossible.

Allow students to find pathways they never knew existed.

Create larger, and longer lasting networks.

Respond in a more timely manner to the data available to us.

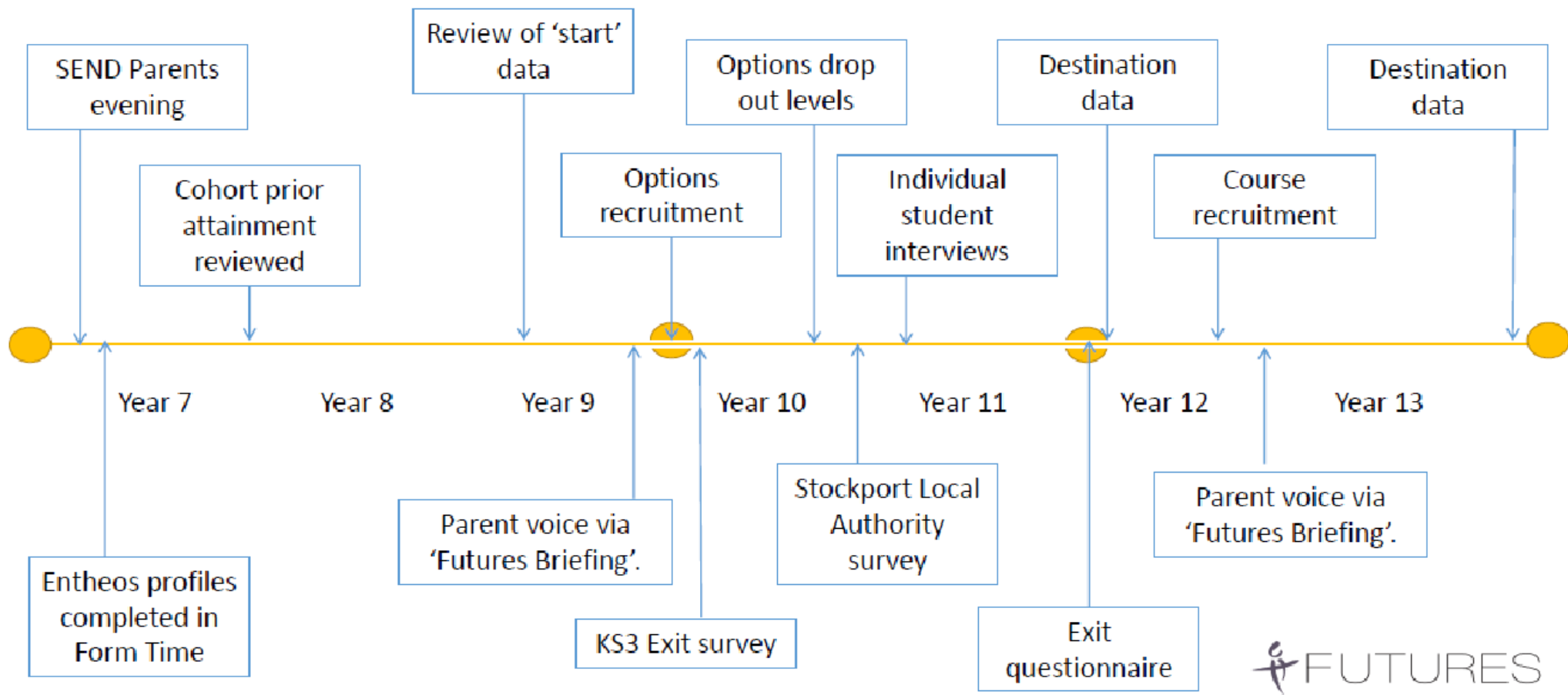Gain external validation and recognition for the quality of our programme.

The Strategic Pillars of our Futures Programme

Aspirational goals

- Informed CEIAG
- Explicitly part of every day
- Opportunity for all

Laurus Trust - Four Connerstones

How will we work together during the 2019-20 academic year?

- We will create working groups to look at the following:
- Sub group to work on the Key Stage 3 curriculum.
- Sub group to improve the Key Stage 4 to Key Stage 5 transition point.
- Sub group to focus on the STEM provision, and the extra curricular activities in that area.
- All stakeholders to be responsible for making sure that the needs of each and every student are addressed through our entire programme.
- Sharing access to appropriate, wider networks.
- Timely peer review of progress towards goals.

After

As part of the strategic development of our CEIAG programme we continue to review the available data wherever possible. As well as responding to current LMI we also develop our plan in relation to information with collect from a number of sources. This diagram attempts to show where we collect data that allows us to review and amend of Futures programme.

SEND Parents evening

Review of 'start' data

Options drop out levels

Destination data

Destination data

Cohort prior attainment reviewed

Options recruitment

Individual student interviews

Course recruitment

Year 7   Year 8   Year 9   Year 10   Year 11   Year 12   Year 13

Stockport Local Authority survey

Parent voice via 'Futures Briefing'.

Parent voice via 'Futures Briefing'.

Entheos profiles completed in Form Time

KS3 Exit survey

Exit questionnaire

FUTURES

FORM a strategic vision and initiatives

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| Career Leader role	Enterprise Adviser role	Enterprise Coordinator role

• Set up and invite key stakeholders to visioning workshop.
• Populate 'current state' information with Compass data/priority BMs and key LMI info.
• Complete initial SWOT.
• Link key objectives to whole-school priorities.
• Responsible for overseeing action plan.
	• Encourage CL of the merits of a vision. Compare to key values approach in businesses.
	• Utilise your professional or consultancy skills; having significant impact at strategic level.
	• Provide advice on:
	  ○ SWOT analysis;
	  ○ Setting key strategic objectives and
	  ○ Support CL with action planning.
		• To explain why this is so important.
		• Support the CL to plan the visioning workshop.
		• Signpost key resources to support including CPD opportunities.

Kotter Change Management Model

Kotter Change Management Model

4. Enlist an army of volunteers (In groups discuss - who could help to carry out the change management process?)
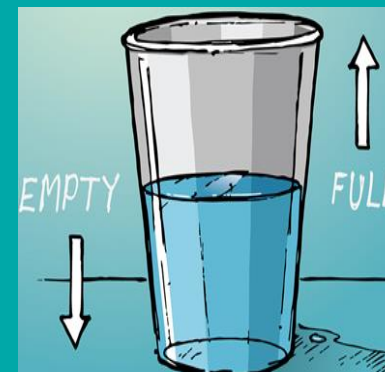
- Teachers/teams with specific responsibilities
- Governors
- Careers champions in each subject area
- An alumni network
- Engage parent community
- EA networks
- Students careers champions – student voice
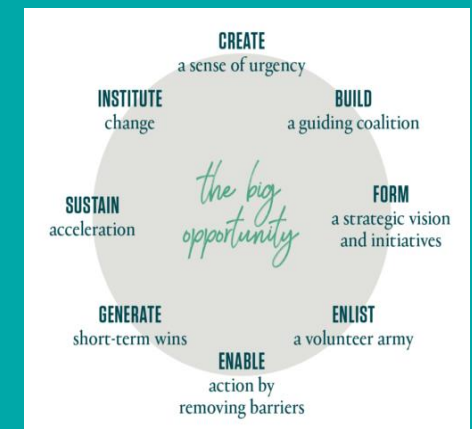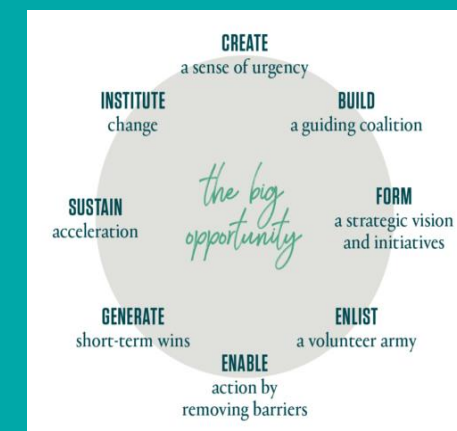
Kotter Change Management Model

5. Enable action by removing barriers

- Embed activity within curriculum timetable
- Teacher training

6. Generate Quick wins

- Highlight where activity is making a difference to young people
- Raise profile using student voice
- Feedback from stakeholders
- Use case studies to win over the wider staff cohort.
- Update website

Kotter Change Management Model

7. Sustain acceleration

- Multiple employer encounters through curriculum delivery
- Leadership team champions
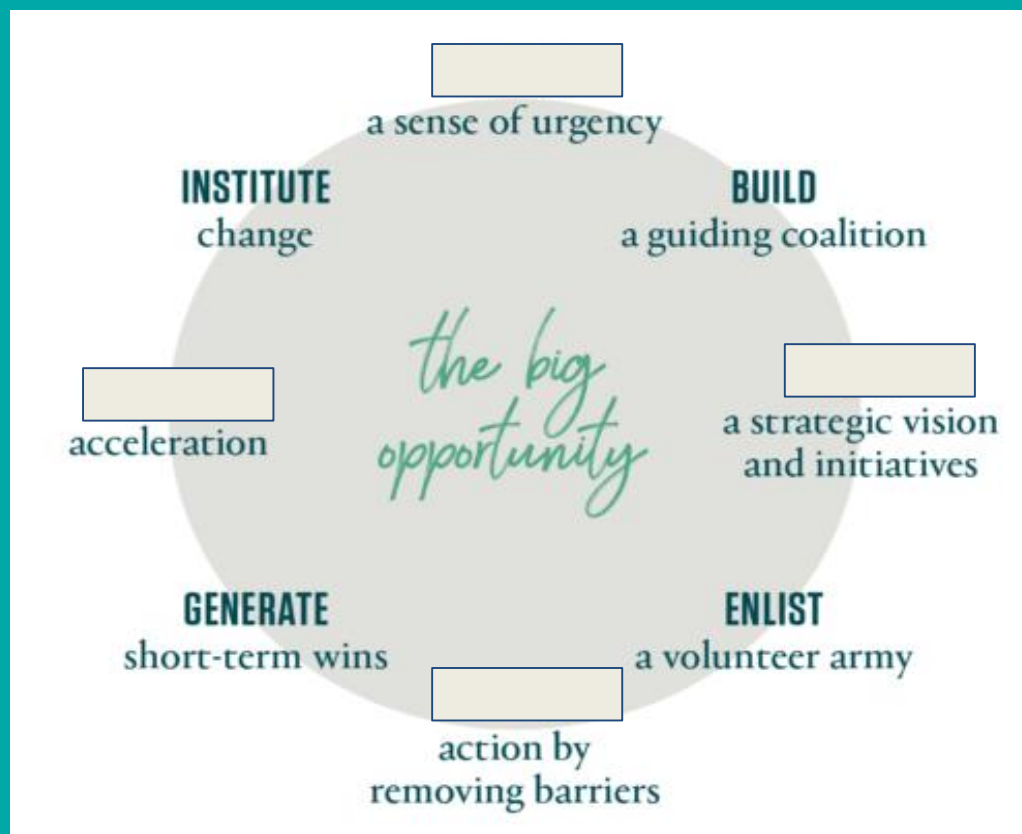- Continuous improvement process – profile of careers improves

8. Institute change

- Use of employers built into lesson plans
- All staff connected to school network of employers
- School improvement partially driven through careers strategically.

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Conclusion

- **What have you learnt about the Kotter model from this session?**

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By the end of the session you should:

- Understand the importance of a school or college taking a strategic approach to their careers provision and the role you can play as an Enterprise Adviser.

- Understand how you and your Careers Leader can build a 'Strategic Careers Plan', using templates, tools and best practice from across the national Network.

- Learn how the Kotter model for managing change can be applied in your matched school/college - to help your Careers Leader engage their Senior Leaders and develop a school-wide approach to careers.

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Conclusion

- **Now, how will you apply what you have learned today to your context?**

Any Questions?