

Summary of Statutory Careers Guidance and Inspiration 2014

As statutory guidance, this means that all schools must follow it, or have very clear reasons for not doing so.

The guidance is applicable to governing bodies, school leaders and staff in maintained schools, local authorities that maintain pupil referral units and academies and free schools (including alternative provision academies).

1. The key duty on all the above (called 'schools' from now on) is to ensure there is **independent careers guidance for all years 8-13 pupils (ages 12-18)**.
2. This guidance needs to expand advice and guidance for young people so they are **inspired and motivated to fulfil their potential**.
3. The guidance should help all pupils **develop high aspirations and consider a broad and ambitious range of careers**.
4. It should also inspire every pupil through more real life contact with the world of work, to help them **understand where different choices can take them in their futures**.
5. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Schools should ensure sustained contact with employer networks and education and training opportunities as well as inspirational role models, and create a learning environment which fosters pupils to tackle real life challenges.
6. Pupils should be able to access different **support to make good choices based on their aspirations** and the information they can access, some will need convincing that **a successful career is positive and attainable**. Some pupils will need help **thinking about their strengths, opportunities and risks for a career** and what it will take to get there.
7. Expectations should be set high, including for the most vulnerable and those with special educational needs and disabilities, helping **every young person to realise their potential** and increase economic competitiveness and enhance social mobility.
8. Schools must **measure both the attainment and destinations** of their pupils to ensure their careers and inspiration provision is effective. Using the Destination Measures data, schools can assess how successfully their pupils make the transition to the next stage of their futures.
9. The independent careers guidance must be presented in an impartial manner, include information on the range of future pathways encompassing education, training and work and promote the best interests of the pupils to whom it is given.
10. Schools should provide sustained contact with employers, mentors and coaches who inspire pupils with a sense of what they can achieve and help them understand how to make this a reality.
11. Schools should have a strategy for the advice and guidance they provide, which can be informed by their governing body, and include a clear framework linked to outcomes for all pupils.

12. Schools should provide access to a range of activities that inspire young people including careers fairs, motivational speakers, university visits, mentors, coaches and **online tools that offer imaginative and engaging ways to encourage young people to think about the opportunities available to them** (website access is not sufficient).
13. Schools can retain in-house arrangements for providing advice, but these are insufficient to meet the statutory guidance. This must be combined with independent sources. Schools are expected to work in partnership with local employers and education and training providers.
14. Schools should ensure there is no form of stereotyping in the advice and guidance they provide.
15. Schools should ensure that pupils **understand the wide range of career choices available to them from as early as possible**, and that these require good English, maths and sciences. Schools should ensure that pupils are exposed to varying occupations that require STEM subjects and emphasise these opportunities for girls.
16. Schools should ensure pupils have the ability to develop entrepreneurial skills and ensure they know this is a viable option.
17. High attaining pupils should also be provided with the range of advice required for them to make informed choices about where their futures should head.
18. Pupils should also be aware of the out of school opportunities available to them such as the National Citizen Service and voluntary opportunities.
19. More contact with employers that are enthusiastic and passionate about their own careers inspires and challenges pupils about their own ideas.
20. Schools should secure access to **face-to-face guidance** from people who inspire them.
21. Schools should work with local authorities to identify young people who are in need of targeted support or at risk of not participating post-16.