

MANAGING CAREERS WORK IN SCHOOLS

The Roles of Senior Managers, Careers Co-ordinators
and Governors

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This report presents the findings of a NICEC enquiry into the management of careers education and guidance in schools. The enquiry was funded by the CfBT Educational Trust.

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A NICEC ENQUIRY BY

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Preface

Recent government publications on careers education and guidance in schools, including guidelines on in-service training and development for teachers and headteachers, stress the need for senior management commitment and support. Careers co-ordinators frequently talk about such commitment and support as being key factors in their work. This enquiry examines the attitudes of senior managers, careers co-ordinators and governors to careers education and guidance, looks at the management of such work in schools and makes suggestions for improvement. It comes at a time when, for the first time in this country, careers education and guidance in schools is to be given a statutory basis. We hope that schools will be able to use the findings to examine critically the place, management and nature of careers education and guidance in their organisations and to explore ways of enhancing the provision for their students.

The enquiry was undertaken by a team of four NICEC Fellows and I am grateful to my colleagues for all their hard work and support throughout the project. I am grateful also to Jill Hoffbrand, NICEC Fellow, who acted as critical reader for the report and to Tony Watts, Director of NICEC, for his unstinting support and guidance. The project team would also like to thank all the headteachers, deputy heads, careers co-ordinators and governors who helped us with the two consultations and the fieldwork.

NICEC wishes to thank in particular the CfBT Educational Trust for generously sponsoring the enquiry and contributing to the work of the steering group. We are also indebted to David Frost, University of Cambridge School of Education, and Roger Allen, Government Office Eastern Region, for their contributions to the steering group.

This report is dedicated to my mum who sadly died halfway through the enquiry. She didn't always understand my work (but then neither do I sometimes!) but she never stopped showing an interest in it.

David Andrews
Project Director
March 1998

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PART ONE – THE ENQUIRY

1 Purpose

1.1 Introduction

Work and career

The structure of work is changing rapidly. Young people leaving school and entering work in the 21st century will experience very different forms of career from those followed by their teachers and careers advisers (Rajan *et al.*, 1997; Watts, 1996). There will be fewer 'jobs for life': people will make several moves from one job to another, and into and out from periods of education and training (serial careers); they are increasingly likely, at any one point in time, to have a working life composed of more than one job (portfolio careers). Such patterns are emerging in all sectors and strata of the economy and labour market. At the same time the nature of learning is changing, with new qualifications being developed in post-compulsory education, new forms of learning being developed in further and higher education and in training, and new arrangements for financing learning. All of this has major implications for the careers education and guidance needs of young people and for the work of schools, working with careers services, in meeting those needs.

The shift is away from organisations planning individuals' careers to individuals themselves taking responsibility for managing their own careers. Young people no longer have a range of careers from which they will choose one: they have one career, which will progress through various stages of learning and work, and which they will need to plan and manage. Students in schools will need to be helped to develop the skills of managing their own careers (SCAA, 1996): the skills of

- recording and reviewing experiences and achievements
- planning future action
- making decisions
- presenting themselves
- managing transitions.

Career planners

They will also need to be helped to develop knowledge and understanding of the worlds of work and learning in which they will be applying these skills. In short, young people will need opportunities to learn how to become effective career planners in a changing world of work and learning. If schools are to make such opportunities available to students, then the person with designated responsibility for this aspect of the school's work, namely the careers co-ordinator, will need to be enabled, by senior management, to fulfil that responsibility.

Statutory framework

The Government has recently enacted a statutory framework for the provision of careers education and guidance in schools and colleges. Over recent years, it has provided additional funding for a range of initiatives and development programmes intended to improve the quality of careers education and guidance in schools. Those directly responsible for the provision in schools, i.e. the careers co-ordinators, similarly recognise the importance of good quality careers education and guidance for students. Both the policy-makers and funders and the practitioners, however, acknowledge that little can be achieved to realise their aims and objectives without the commitment and involvement of senior managers in schools.

Senior management support

In its guidance on good practice (DFE/ED, 1994; DfEE, 1995) the Government has identified as one of the key principles of good-quality careers education and guidance 'clearly defined senior management support':

"The commitment and involvement of senior managers... are essential if policy is to be put into practice and appropriately monitored." (DfEE, 1995)

Careers teachers, when they meet and discuss their work at careers association meetings and on other occasions, frequently refer to the importance to their work of senior management support. This enquiry is concerned with examining in greater detail the role of senior management in developing good quality careers education and guidance in schools.

1.2 Focus

All recent Government documents concerned with careers education and guidance highlight the importance of senior management commitment, yet anecdotally careers co-ordinators in schools report commitment from their senior managers as highly variable. The aims of this enquiry are:

- to research the attitudes of headteachers and other senior managers, and of governors, to careers education and guidance, and the reasons for the levels of commitment identified
- to identify practical strategies for gaining and enhancing senior management commitment.

The enquiry looks at the management of careers education and guidance (hereafter referred to as 'careers work') in schools by researching the perspectives of careers co-ordinators, senior managers (i.e. headteachers, deputy headteachers and senior teachers) and governors.

1.3 Intention

This report is addressed primarily to school careers co-ordinators, senior managers and governors seeking to manage careers work in schools. The audience also includes advisory staff in LEAs, careers service companies and higher education who work with schools, either on a consultancy basis or through the provision of in-service training, on reviewing and developing the management of careers work.

Our hope is that readers will use the findings and suggestions

- to raise the profile of careers work in schools
- to improve the communication among all interested parties about careers work
- to improve senior managers', governors' and careers co-ordinators' understanding of careers work
- to improve the management of careers work in schools
- to improve the status and position of careers work in schools.

The overall intention is secure a stronger position for careers work, so that it becomes attached to, and embedded within, schools in a way which both has impact and is sustainable. We would like to see the value of careers work fully recognised by schools and to see it managed in such a way that all young people gain maximum benefit from the provision.

2 Background

2.1 Concepts of 'careers work'

A precursor to senior management commitment to careers work is a clear understanding of its nature and objectives. An earlier study by NICEC (Law and Watts, 1977) identified four key objectives: self awareness; opportunity awareness; decision learning; and transition learning. These have stood the test of time for the past 20 years and although the three aims of careers work identified by SCAA in its guidance to schools (SCAA, 1995) are expressed differently, the original NICEC objectives are still very clearly recognisable within them.

Figure 1 Aims of careers work

NICEC 'DOTS' analysis (Law & Watts, 1977)	SCAA analysis (<i>Looking Forward</i>) (SCAA, 1995)
Self awareness	Understand themselves and develop their capabilities
Opportunity awareness	Investigate careers and opportunities
Decision learning Transition learning	Implement their career plans

Despite the consensus that has formed among policy-makers and practitioners around this view of careers work, it has not always filtered through to senior managers and governors. One of the hypotheses this enquiry attempts to test out is the lack of clarity about the aims and nature of careers work in schools. This is a point acknowledged by Government as indicated by its decision, having enacted legislation to make careers education a statutory element of the school curriculum, to commission SCAA (now QCA) to produce guidance for schools on learning outcomes from careers work.

2.2 Changes in schools affecting careers work

Although careers work has moved to a position high on the public-policy agenda and schools have been encouraged to develop their provision of careers work through a range of government-funded initiatives, this increased emphasis can be viewed by senior managers and governors as being in conflict with, or at least unrelated to, other more dominant issues in schools.

Over the past decade schools have, understandably, been preoccupied with the implementation of the National Curriculum, its associated assessment requirements, and the subsequent revisions thereof. Careers work did not feature within these statutory requirements.

National Curriculum

The focus of the National Curriculum was, and largely still is, on the 'academic' subjects. Careers education and guidance was conceived, in the early years of the National Curriculum, as a cross-curricular theme, to be planned within the programmes of study for the core and other foundation subjects and/or as a discrete provision organised as separate careers lessons or a part of a personal and social education (PSE) or tutorial programme (NCC, 1990). This resulted in the position of careers work in the school becoming structurally weak: it became marginal to the subject work both in individual subject lessons and in relation to the rest of the curriculum (Whitty *et al.*, 1994).

TVEI

Fortunately, at the same time as the National Curriculum was being introduced by the then Department of Education and Science (DES), the Employment Department (ED) extended its Technical and Vocational Education Initiative (TVEI) from its pilot phase to cover,

eventually, all maintained schools and colleges. TVEI, with its emphasis on making the curriculum relevant and helping prepare young people for adult and working life, was a 'saviour' of careers education and guidance. As a curriculum development programme it not only enabled schools to maintain a provision of careers work despite its fragile position in the curriculum but also, in many cases, enabled such provision to thrive. It would probably be fair to say, however, that the greatest achievements were in the areas of work experience and of recording achievement and action planning, rather than in curriculum and classroom work. All schools have now exited from TVEI but several of the more recent government-funded initiatives concerned with careers work can be viewed as means of continuing many of the TVEI objectives.

In the mid to late 1990s the educational agenda is being dominated by the concern to raise levels of achievement and to improve standards, and there is the danger of again losing the complementary focus on relevance. At first glance, careers work might be seen as deflecting attention away from the concerns about standards. But – as will be argued later in this report – it is also possible to see a very strong link between high-quality careers work and effective strategies for raising achievement.

LMS and GMS

Two other changes over recent years need to be recognised as significant parts of the context to this enquiry. The first is the move towards local management of schools (LMS) and to grant-maintained status (GMS). These changes in the funding mechanisms for schools place great emphasis on student numbers; as many secondary schools are providers of one of the post-16 options available to young people, this can both distort the impartiality of the guidance offered in the years of compulsory schooling and influence the range of information provided on post-16 options. Both LMS and GMS require governors to take greater responsibilities with regard to the running of the school. School governors find themselves in a difficult position, being, in the main, lay people with respect to educational matters but asked to become more directly involved in professional matters. As will again be argued later in this report, governors potentially have a significant role in supporting the review and development of careers work in schools, but this needs to be articulated more clearly and governors need to have both their knowledge of, and confidence in, this field increased. Secondly, the staying-on rates at 16 have increased dramatically, from a position in 1987 where remaining in full-time education was an option followed by the minority of students, to a position today where it is very much an option followed by the majority. This again has implications for the nature of careers work in schools, altering the balance in careers education and guidance between the focus on work and on continuing learning.

Staying-on rates

2.3 Changes outside schools affecting careers work

The increase in participation rates in post-16 education over the past decade is in part due to a raised awareness of the need for qualifications, but it is also a direct consequence of changes in the labour market, not least the increased levels of unemployment and the reduction of employment opportunities for 16-18-year-olds.

Labour market

As has already been noted, the labour market is changing in several ways, and at an increasing pace. Not only will individuals have a greater number of career moves in their working lives and, to an increasing extent, be building their own careers from several different 'jobs' at any one point in time, but also the nature of the workplace is changing. Compared with a few years ago, there are proportionately more women in the workplace, more part-time workers, more fixed-term contracts, more flexible working hours, more 'home-based' working and greater emphasis on continuing personal and professional development. New technologies and the increased globalisation of the economy are both changing the nature of jobs available. The direct implication for careers work is that not only will individuals need help to develop their career planning skills: they will also need more opportunities to learn about the changing nature of work and to reflect on how such changes will influence them.

*Contracting out of
careers services*

Another change outside schools which has influenced the way in which senior managers in schools view careers work has been the contracting out of the careers service to private companies. It is not so much the 'privatisation' which has been of concern, although this is a contributory factor in areas where the 'in-house' bid, with which schools may have been directly associated, has lost out to an external contractor. Of greater concern has been the way in which the companies are held to account. Negotiating a Service Level Agreement with a company that insists on meeting particular targets related to numbers of interviews has led some schools to feel that they are not equal partners in the negotiation: that their needs are being subordinated to the demands of the careers service. The recent decision to introduce more flexibility in these arrangements should ameliorate this problem.

2.4 Anticipated changes

CEG legislation

The recent legislation on careers education and guidance means that particular statutory duties will be laid on schools. Schools are now required to provide the careers service with reasonable access to students and to information on these students, and to ensure that students have access to careers information. From September 1998 they will be required also to provide a programme of careers education in the curriculum for all students in Years 9, 10 and 11, and there is a possibility that the age range to which this duty applies might be extended in the future. This will cause senior managers and governors to look afresh at the school's provision of careers work and to examine the extent to which the requirements are being met.

*National Curriculum
review*

Furthermore, the imminent revision of the National Curriculum from the year 2000, and the drive for more clearly defined outcomes from careers work, will also cause schools to review the position of careers education and guidance for young people. The Government has recently indicated that, while it expects careers services to continue to provide an entitlement to guidance to all young people, it will require resources to be focused on those who need help most, including the disaffected. This could, in turn, mean a refocusing of careers work in schools.

For all these reasons, an enquiry into the role of senior management would appear to be very timely.

3 Methodology

The enquiry was undertaken over the academic year 1996/97, by a team of four NICEC Fellows. It was funded by the CfBT Educational Trust.

The work began with two consultations with careers co-ordinators, and careers advisers working in schools, to identify the issues that the enquiry should pursue. The outcomes of these initial consultations were used to design the interview schedules for the fieldwork visits. Ten schools were visited and structured interviews were conducted with, separately, the careers co-ordinator, the headteacher (or deputy head) and a governor. The sample comprised a range of types of school, drawn from different areas of England. The third phase of the enquiry consisted of a consultation with a group of headteachers and school governors, to seek views on the findings emerging from the interviews in schools and, in particular, to help shape the suggestions for possible strategies for gaining and enhancing the commitment and involvement of senior management.

Further details of the methodology, including the interview schedules, are given in Appendix 1. The project team reported to, and received helpful advice from, a steering group, the membership of which can be found in Appendix 2.

PART TWO – FINDINGS AND COMMENTARY

4 Findings

4.1 Perceptions of careers work

4.1.1 Views of senior managers, careers co-ordinators and governors

Range of perceptions

There were differences of view about the aims of careers work, both between schools and between different parties in the same school. But the overall picture that emerges is that the schools had a positive attitude to careers work. All the schools saw careers work as being concerned with young people's futures and with helping them to make choices, not only about jobs but also about education and training.

Additionally, all the schools perceived careers work as contributing to the school's work more widely:

- through bringing relevance to the curriculum
- through helping students see a purpose to their learning
- through developing the whole person.

"The catchment area is a daunting cluster of social and economic issues where many families have not worked during the lifetime of their children: the school sees its purpose as raising aspirations through developing a sense of self-worth, recognising achievement and ensuring students have support to develop 'key skills' and access to information. They want to encourage individual students to think about their future in broader terms than they are likely to find in their home environment."

(NICEC researcher describing school context)

Shared perceptions

Where perceptions differed was in the extent to which this view was made explicit and the extent to which it was shared by all three parties – headteacher, careers co-ordinator and governor. Even in the one school where this link to the wider aspects of the school's work was hardly mentioned, however, the recently appointed careers co-ordinator did begin to express such a connection.

The reasons given for the importance of careers work were wide-ranging. Some could be described as student-oriented; some were more institution-oriented (see Figure 2).

Figure 2 Reasons given for the importance of careers work

Student-oriented	School-oriented
Providing individual guidance	Fulfilling legal requirements
Providing access to up-to-date information	Obtaining a good Ofsted inspection report
Helping students to make their own informed decisions	Improving student motivation
Enabling students to relate education to the outside world	Improving position in performance tables
Helping students to have both raised and/or more realistic aspirations	Increasing community links
Increasing confidence and autonomy	Increasing parental involvement
Helping students to manage their own careers	Enhancing the school's reputation as a caring institution
Helping students to understand lifelong learning	Enhancing the curriculum
	Persuading more students to stay on into the sixth form

Different perceptions

The differences in perception were more of degree than fundamentally different approaches. Although all schools saw a relationship with the wider aims of the school, this perception was carried through into practice to a greater extent in some than in others. Both the special schools and two of the schools in less advantaged areas viewed careers work as central to their work of helping to raise aspirations, increase motivation and, thereby, raise achievement. Other schools, with better academic results, similarly viewed careers work as making a major contribution to their overall aims, but in these instances through helping to develop more rounded individuals, prepared for the world of work. In the remaining schools, the contribution of careers work to the wider ambitions of the school was recognised but had yet to be defined and translated into practice.

In half of the schools there was a consensus of view among all three parties; in the others one party had a different perception from that held by the other two. There was not, however, any pattern to these differences other than that the minority view was one of seeing careers work as being more narrowly focused on helping individuals make choices at points of transition. In some cases the minority view was held by the governor; in others it was held by the careers co-ordinator; in one instance, it was held by the senior manager.

The enquiry found little evidence that the different parties talked to one another about their perceptions of careers work. Where a consensus of view was found, it had often been achieved through means other than a debate about the overall aims. Only in four of the ten schools had the headteacher and careers co-ordinator talked at length about the purpose and intentions of careers work in the school; in only one of these had the discussion also involved a governor.

4.1.2 Perceived views of parents

The enquiry did not investigate the perceptions of parents directly. It did, however, ask the other three parties what they thought parents' views of careers work were. The general view was that parents are looking for good-quality information and advice for their children. There was a perception in a few schools that teachers know better than parents what careers-work help their children need; on the other hand, most schools recognise that parents have very clear ideas about what careers work should be trying to achieve for their children and that the teachers and governors should be working closely with parents.

"Generally they want their daughters put on the right track for good professional careers. They don't really identify with exactly what we mean by CEG. There are some dangers of parental over-ambition."
(headteacher)

"Many parents feel that they missed out when they were young: they were not given the right choices to make, they were steered into things... Parents want their children to have real choices."
(careers co-ordinator)

"They want to be certain their child is doing the right thing. Some want to take the decisions but most want reassurance. Educating parents is a huge problem."
(headteacher)

Two schools made specific reference to careers work helping to establish a good profile for the school in the community.

4.1.3 Preoccupations

Although headteachers, careers co-ordinators and governors all had their views about careers work, they all had many other concerns, and these concerns are an important aspect of the context in which this enquiry's findings and suggestions need to be considered.

Headteachers and other senior managers have many other preoccupations. Some of these can be seen as being in conflict with the intentions of careers work, while others can be seen as mutually supportive in relation to such work. These matters competing with careers work for attention on the senior managers' agenda are viewed differently in

Standards different schools. Take, for example, the current focus on 'standards'. In some schools careers work was seen as taking time away from examination lessons and so not helping with raising achievement, while in other schools careers work was seen as a major contributor to raising achievement through helping individuals to develop clear plans and to set targets.

Relationship with careers service Within the area of careers work itself, some headteachers had preoccupations that affected its management within the school. These focused, in particular, on managing the school's relationship with the careers service. This was a dominating concern in three schools in the sample. In one, the careers service's demand to interview all Year 11 students was viewed as a threat to the school's sixth-form provision; in the other two, the same demand was seen as restricting the careers service's availability to contribute to the schools' careers programme in ways that the schools considered to be more appropriate.

"There is concern about tension between the school agenda and the careers service agenda over, for example, targets for group work." (deputy head)

Subject teaching One might assume that the person who would have been championing the cause of careers work in the school most strongly would have been the careers co-ordinator. This was true in most schools, but not everywhere. There were instances where the headteacher was more strongly committed to careers work and more enthusiastic about its future development than the careers co-ordinator. Although it was generally the case that the careers co-ordinator was the person seeking to move development forward, it should be remembered that careers co-ordinators nearly always have other responsibilities, not least their own subject teaching.

Governors School governors, almost by definition, have many preoccupations. They are all unpaid volunteers, often with busy 'other lives'. The fact that they are governors is usually indicative of a sense of representing the community that the school serves. When the enquiry team engaged them in a discussion about careers work, they became interested very quickly. They remained, however, relatively uninformed about the nature of the work. Many schools have established a system of 'link governors' for different curriculum areas, but this rarely extends to careers work.

4.2 Management commitment to careers work

Careers co-ordinators' view The interpretation of 'management commitment' proved to be of central significance in this enquiry. When careers co-ordinators ask for the commitment of senior management, they appear to be seeking the following:

- *support:* senior management taking an interest in, and giving their attention to, careers work (even where it is recognised that the careers co-ordinator is doing a good job)
- *resources:* senior management allocating resources for careers work, e.g. non-contact time, curriculum time, a budget, in-service training, an appropriate responsibility allowance
- *influence:* a position for the co-ordinator within the school's management structures which enables them to fulfil the job senior management has given them
- *leadership:* senior managers providing leadership and vision for careers work.

Senior managers' view Senior managers feel that they demonstrate their commitment in a variety of ways:

- *support:* attending major careers events organised by the careers co-ordinator; having an 'open door' policy to the careers co-ordinator
- *resources:* reducing the careers co-ordinator's teaching load and not making him/her a form tutor; providing timetable time for careers work; encouraging the careers co-ordinator to participate in training; an appropriate responsibility allowance
- *influence:* putting the careers co-ordinator on the heads of department group and inviting him/her to attend senior management meetings as and when relevant.

"As a line manager I try to support the careers co-ordinator through:

- regular discussion*
- active support for events and activities she organises*
- support to extend the learning process into other curriculum areas*
- ensuring timetable provision."*

(deputy head)

Interestingly, 'leadership' did not appear in this list: we will return to this point in Section 5.2. In general, however, just as there are keen careers co-ordinators looking for more support from senior managers, so there are senior managers committed to good careers work trying to engage the enthusiasm of less committed careers co-ordinators. Too often the problem is one of lack of dialogue between the two.

4.3 Management of careers work

4.3.1 Roles and processes: co-ordination; management; accountability

Role of careers co-ordinator

Typically the school will have a member of staff with designated responsibility for the careers education and guidance programme. In the past this post holder will have been given the title 'careers teacher' or 'head of careers', but today he or she is more likely to be referred to as the 'careers co-ordinator'. This is an accurate reflection of a change in the role from one of doing all the careers work in the school, either alone or as a member of a very small careers 'department', to one of co-ordinating the work of other teams, each responsible for delivering an aspect of the programme. The careers co-ordinator will usually have responsibility for careers work throughout the school, except in some schools with sixth-forms where the head of sixth has responsibility for the post-16 careers work.

The careers co-ordinator's role is to plan the school's careers education and guidance programme, to support colleagues delivering the programme and to report on progress to senior managers. The careers co-ordinator will have as his or her line manager a member of the school's senior management team, usually a deputy head but occasionally the headteacher. He or she will also be responsible for liaising with the school's link careers adviser from the local careers service company.

Co-ordination and management

The enquiry makes a distinction between co-ordination and management. **Co-ordination** is defined as ensuring that the various elements of the careers work provision are planned and are delivered in the appropriate sequence. **Management**, on the other hand, is interpreted here as helping to ensure that the careers work provision is effectively integrated into the organisation of the school and that it is reviewed, evaluated and developed. The evidence is that careers work in schools is often **co-ordinated** effectively but is not always **managed** to the same extent as other areas of the school's work. A significant difference is that co-ordination remains within the control of the careers co-ordinator, while management requires the careers co-ordinator to work effectively with the senior management team.

Indicators of the relative lack of attention to management were that the careers co-ordinator did not necessarily meet regularly with his or her line manager to review progress and seek support, and that he or she had not always been asked to produce, annually, a review and development plan for careers work. In almost all the schools within the sample, the careers co-ordinators met with their line managers only when either party requested a meeting. The frequency of these meetings depended on how useful either one of the two perceived such meetings to be. Regular, formal reviews were rare.

Development plan

In only half the schools was a development plan for careers work produced to feed into the whole-school development plan. This finding is in contrast to the situation in other curriculum areas, particularly the traditional academic subjects, where, as a matter of course, the department produces an annual development plan that feeds into the whole-school plan.

“Resources are determined by me bidding into the budget plan along with other curriculum areas. I produce annually a costed review and development plan with INSET needs clearly identified. This is produced prior to budget planning. The plan is informed by informal discussions within the school and with the careers adviser working in the school.” (careers co-ordinator)

“CEG has not produced a development plan.” (careers co-ordinator)

Accountability

Another finding which leads to the conclusion that insufficient attention is paid to management is that careers co-ordinators were not held accountable for the careers work in the same way that heads of departments are accountable for the curriculum area for which they have responsibility. The latter are held accountable for students' achievements, but careers co-ordinators are not similarly accountable for students gaining the desired outcomes (whether learning outcomes or destinations) from careers work. Indeed, at a time when there is increasing attention to the monitoring and review of attainments and destinations, careers co-ordinators are rarely brought into these management discussions. Where review discussions were arranged between the careers co-ordinator and his or her line manager, the focus was mainly on provision rather than gains, i.e. accountability was focused on the programme rather than its outcomes.

Communicating and reporting

The line manager/careers co-ordinator relationship is frequently viewed as primarily a communication and reporting pathway. The line manager communicates senior management priorities to the careers co-ordinator, and the careers co-ordinator both reports on the careers programme and communicates his or her support needs to the line manager. There is evidence, however, that this is not working as effectively as it might. One good example concerns the outcome of in-service training. Over the past two or three years, there has been a large increase in the availability of in-service training opportunities for careers teachers, through both the GEST budget and the monies available to careers service companies. It is, however, far from universal practice that careers co-ordinators attending courses make an appointment with their line managers to discuss the implications, arising from the course, for the development of the careers programme in the school.

4.3.2 Position of the careers co-ordinator in the school's management structure(s)

Careers co-ordinators are not always located in the most appropriate places within school management structures to do the job expected of them by senior managers. Schools are often undecided as to whether careers work is a pastoral matter or a curriculum matter, or both. In two-thirds of the schools in the enquiry's sample, the careers co-ordinator was a member of the heads of department group; in the remaining third, he or she was not formally a member of any management grouping but could be invited to specific meetings when required.

4.3.3 Managing the negotiation of the Service Level Agreement (Partnership Agreement) with the careers service

Practice with respect to senior management involvement in negotiating the SLA (now PA) with the careers service varied considerably, from one school where the negotiation was left almost entirely to the careers co-ordinator, through approximately one-third of the schools where the initial stages of the negotiation were undertaken by the careers co-ordinators and the senior managers became involved in the later stages, and another one-third where the careers co-ordinators and the senior managers were both involved in all stages, to the remaining third where the senior managers conducted the negotiation without any involvement from the careers co-ordinators.

4.3.4 Recruitment of careers co-ordinators, appraisal and succession planning

Recruitment

If the position of careers co-ordinator is one of middle management, and if the role of senior managers is to enable middle managers to do the jobs asked of them, a key function of senior managers is to select and appoint the right person to the job in the first place.

The general approach to recruiting careers co-ordinators differs significantly from the recruitment of heads of subject departments. While the latter posts are usually advertised externally, careers co-ordinators are almost invariably recruited internally. Often the selection procedure does not follow the formal approach of advertisement, application and interview, but merely consists of what one careers co-ordinator referred to as the 'tap-on-the-shoulder-in-the-corridor-in-July' approach.

Appraisal

The enquiry found that not all careers co-ordinators have had appraisal dialogues. Even where they had, careers work did not necessarily feature in the discussion. While this particular set of findings probably reflects more the current position of teacher appraisal in schools than the specific issue of management of careers work, nevertheless it means that one route by which careers co-ordinators could formally place issues on the senior management agenda is not readily available.

Succession planning

In very few schools had the issue of succession planning been considered. Much of the work was being vested in one person, with the risk that if that member of staff were to leave, the careers work programme itself could be vulnerable to collapse. Few schools had considered developing a second member of staff in this area or other strategies for maintaining continuity of provision:

"CEG is a high priority here. I am satisfied with its current position and think that its future is secure, although I do sometimes worry what would happen if my careers co-ordinator were to leave – would I be able to replace him with someone of equal commitment?"

(headteacher)

4.3.5 *Involvement of governors*

Governors are often highly committed but their involvement in careers work is limited by their level of knowledge and understanding of the work. They often know about significant parts of the working world but are not aware of how schools help students learn about that world.

Link governors

Many schools have established a system whereby different governors are linked to different curriculum areas. This results in each curriculum area having at least one governor who is well informed about the department's work and who can then argue from that position in governors' meetings when issues of policy, strategy and resources are being debated. The 'link governor' can also provide a useful 'lay perspective' when the department is reviewing its work.

The notion of a link governor is less well established for careers work, even in schools where other curriculum areas have link governors. Furthermore, where schools have linked a governor to the careers area, their role is often viewed in operational rather than strategic terms: for example, the governor is seen as being a good source of contacts for such activities as mock interviews, work experience and employer talks.

"The governors' role is very useful. They are a point of contact in firms, for careers talks, visits, work experience placements and some come to industry events. Some governors monitor work experience placements. This year I had ten teachers, five governors and the headteacher doing this."

(careers co-ordinator)

Most of the schools in the enquiry's sample had not appointed a link governors for careers. In the few that had, the arrangement was relatively new and little thought had been given to the role beyond helping with the 'people resources' for the careers programme.

"To date we have not used governors to develop policy in this area."

(headteacher)

4.3.6 Gaining the support of senior management

Some careers co-ordinators have a reactive attitude to senior management support, waiting passively for such support to come. This is rarely likely to succeed. There was some evidence within the case-study schools of more proactive approaches, where the careers co-ordinator determines a strategy for seeking and gaining the support of senior managers:

"I am not satisfied with the position of CEG but it is up to me to do something about it.... It is up to me to push the case for CEG. I will outline what is needed on paper, then seek a meeting."
(careers co-ordinator)

5 Commentary

5.1 Perceptions of careers work

It would seem that, in terms of how they view its overall purposes, senior managers and governors have a fairly high if variable commitment to careers work, although their detailed perceptions differ in their focus. As has been reported, however, careers co-ordinators sometimes question the level of commitment, particularly of senior managers. The finding that the different parties had rarely talked about their views of careers work could offer one explanation for this perception. The situation could be simply that the senior manager and the careers co-ordinator are in fact both committed, but they have not communicated this to one another.

Clearly management of careers work is made that much easier when all parties share a common understanding of its aims. The finding that some schools are beginning to see the benefits that careers work can bring in terms of enhancing the profile of the school in the community suggests that, at a time when schools are having to market themselves more strongly, investment in careers work for individuals may bring additional benefits to the school as an institution.

CEG and raising achievement

Schools are, to differing extents, seeing the potential contribution of careers work to the current priority of raising achievement. Good-quality careers work in a school can support achievement strategies in several ways:

- raising aspirations and increasing motivation through helping students identify educational and occupational goals
- helping to develop the important learning skills of recording and reviewing experiences and achievements and of target-setting and planning future action
- making the school curriculum more relevant to the world beyond school contributing to the development of information skills and communication skills.

The enquiry's findings with regard to how schools view the relationship between careers work and the wider aims of the school bear greater analysis. Three perspectives emerge, representing three points on a spectrum – the two poles and the mid-point.

The first is the **positively supportive** view: that not only is good-quality careers work of value to students in its own right but also, by enhancing students' motivation, it makes a positive contribution to the school's work of raising achievement. For example:

"It helps across the curriculum. Girls ask what is the point. They are not all motivated by love of academic work."
(headteacher of a selective school)

"If careers work is successful we shall heighten awareness in pupils so they will become more positive to education ...it will give them a better feeling and purpose ...it will help to raise standards and achieve higher exam. results ...it will boost their self-esteem; they are too ready to accept themselves as being at the bottom of the heap."
(deputy head of an inner-city comprehensive)

"Careers work enriches the curriculum and makes the teachers' work easier by bringing the real world into the classroom." (headteacher of a special school)

"There are two joint priorities in running this school: all management procedures must be in place and we must raise achievement, particularly the level of academic qualifications ...careers work is a sub-set of raising achievement ...its time and place has come." (vice-chair of governors of an inner-city school)

As these quotations illustrate, whether or not a school holds this perspective of careers work seems – on the basis of the small sample of schools in this study – to be unrelated to its socio-economic circumstances or its academic performance. What seems to matter more is the extent to which the relationship between careers work and other aspects of the school's work has been explored in debates within the school.

The second perspective is the **neutral** view: that good-quality careers work is of real value to students in helping them with key decisions and transitions but has little or no impact on other aspects of schooling – neither supporting, nor diverting attention away from, the achievement agenda. Thus:

"It should enable children to get a realistic view of the world of work and give them personal advice on career choice." (headteacher of a selective school)

"Careers work is about helping to develop the whole person and helping to prepare them for life after school. It is an important part of their whole education." (careers co-ordinator in a selective school)

The final perspective is the **distractive** view: that although careers work may be worthwhile in itself, it represents a distraction from the school's main agenda of raising achievement. For example:

"Careers work is not high on the agenda for other staff. It is difficult to get staff to do things in relation to careersthey have other priorities." (careers co-ordinator in a comprehensive school)

"Previous head was more concerned with academic success." (careers co-ordinator in a comprehensive school)

Management of whole-school approaches to careers work becomes easier when all parties – senior managers, careers co-ordinators and governors – perceive such work as being **positively supportive** of strategies to raise achievement, and where such views are communicated clearly to other staff and to parents. Where a **neutral** view is adopted, careers work is likely to be segmented as a separate activity. Where the **distractive** view is held, it is likely to be marginalised.

So far as we are aware, the research evidence on the impact of careers education and guidance programmes on pupil attainment is positive or at worst neutral (e.g. Evans and Burck, 1992; Howieson and Croxford, 1997; Lapan *et al.*, 1997). An authoritative review of this evidence is currently being carried out for the DfEE by NICEC and the University of London Institute of Education: it is much needed.

5.2 Management commitment to careers work

Leadership

It is noteworthy that the items which careers co-ordinators are seeking from senior managers are 'support', 'resources', 'influence' and 'leadership', but that when senior managers are asked what support they provide, 'leadership' is not mentioned. The enquiry found that senior managers are committed to careers work, often to a greater extent than had been anticipated. Where careers co-ordinators perceive there to be a lack of commitment, this is frequently because the commitment either has not been communicated or has not been reflected in tangible forms of support. The fact that the careers co-ordinators are suggesting that the senior managers should provide the leadership and vision for careers work may point towards the cause of the problem. Careers co-ordinators cannot sit back

and wait for support from preoccupied senior managers and busy, uninformed governors. They need actively to seek their commitment and associated forms of support. It is the careers co-ordinator who, having been given responsibility for careers work, should be developing the 'leadership' vision and getting it endorsed by senior managers and governors.

Communication

The enquiry's finding that both senior managers and careers co-ordinators vary in their commitment to careers work needs to be related to the fact that the two parties do not necessarily speak at length about their views. A full and open discussion might well resolve the differences and allow both parties to move forward together. Where differences still remain, committed careers co-ordinators will need to develop strategies for seeking support – or, in the converse situation, committed senior managers will need to develop strategies for gaining the commitment of their careers co-ordinators.

5.3 Management of careers work

5.3.1 Roles and processes: co-ordination; management; accountability

The enquiry's findings indicate a need to move on from co-ordination to management for careers work, i.e. to develop effective strategies for ensuring that careers provision is integrated into the organisation and is reviewed, evaluated and developed. In seeking to manage its careers work effectively, a school will start by taking stock of its current provision. The finding that accountability focuses more on the provision of careers education and guidance than on the learning gains from that provision, points to the need to distinguish between 'reviewing' and 'evaluating'. Of course a school's provision of careers work needs to be both **monitored**, to see if it happened as planned, and **reviewed**, to see how well it went, but it also needs to be **evaluated** to see if the students gained from the provision.

5.3.2 Position within management structures

While being a member of the heads of department group confers upon the careers co-ordinator a degree of status and provides some opportunity to influence decision-making in the school, he or she needs to be enabled to work with several other middle managers responsible for other aspects of the school's work with which careers work has a link, e.g. the RoA co-ordinator, the head of sixth form, the SEN co-ordinator, the librarian, the heads of year. When careers co-ordinators talk about the need for status, this is frequently related less to money and more to position in the management structure(s).

5.3.3 Negotiation of the SLA/PA

A national survey of careers education and guidance in schools (Ofsted, 1995) found that too often senior managers perceived SLAs as a means through which the careers service could determine its priorities. Part of the explanation could be that senior managers were insufficiently involved in the process. But another factor is that, while the careers service representatives enter these negotiations with a clear idea of the targets they need to meet, schools do not always enter the negotiations with the same clarity of objectives. If the school were to have some well-defined 'targets', derived from a development plan for careers work, the negotiation would become more of a genuine partnership activity:

"The first SLA was put there because of careers service needs. Now we have the confidence to ask for what we want. We discuss it first and then put it into the agreement."
(careers co-ordinator)

For this to work effectively, both the careers co-ordinator (with his or her direct experience of managing the programme) and the senior manager (with his or her knowledge of the overall priorities of the school and resources available) would need to be involved. The most efficient use of time would be for the careers co-ordinator to undertake the preliminary work and for the head or deputy to participate in the later stages of the negotiations.

5.3.4 Recruitment of careers co-ordinators

In many cases, the internal, informal procedures have yielded very good careers co-ordinators. But by not taking the opportunity to look at external candidates, schools may be missing out on people who might bring in new insights and enthusiasms, free of assumptions.

5.3.5 Involvement of governors

Governors are appointed as representatives of the community in which the school is located and it is entirely appropriate that they should be used as a good source of community contacts for the careers programme. There is also, however, an as yet underdeveloped role for the 'careers' link governor in assisting the monitoring and review of practice and the development of policy. Governors know and understand the wider world of work and, working with the careers co-ordinator and senior managers, they can help to develop and implement an educational programme to enable students to learn about that world.

One chair of governors, when asked what the role of governors should be in relation to careers education and guidance, gave the following reply:

"Ideally the same as for all areas of the school's work: to encourage and support the relevant staff; to be aware of the key issues; to receive regular reports; to monitor the relevant sections of the school development plan; to inject any relevant expertise from the governing body; to make oneself aware of what careers education and guidance has offered students, employers, etc., through information picked up locally from listening to people."

5.3.6 Review and development of careers work

What emerges from the enquiry is a view that careers work might benefit from being treated, in terms of its management, in a similar way to other curriculum areas, i.e. there could be a clear policy, linked to a development plan, which would be implemented and the subsequent practice monitored, reviewed and evaluated:

"It's annual and on-going. The head always reviews and discusses plans with the head of every subject, including careers, and their link member of the management team."
(deputy head)

Policy

The first step in this process would be to develop a policy for careers work in the school. The lead would be taken by the careers co-ordinator, but he or she would be encouraged to consult with

- the link careers adviser from the local careers service company
- other teachers, particularly those responsible for related aspects of the school's work such as records of achievement, PSE, etc.
- governors and other representatives of the wider community served by the school, including local business.

A draft policy would be agreed with senior management and then presented to the governing body for approval.

Development plan

The next step would be to draw up a detailed and costed plan for careers work, based upon a review of current provision against the desired aims, objectives and learning outcomes identified in the policy. The development plan would be submitted for endorsement by senior managers as part of the annual whole-school review and development process. This would help to ensure that senior management's attention was drawn to careers work and would also enable the careers co-ordinator to know what was possible and what was not:

"Each department writes a development plan, which is costed and on which INSET needs are identified. CEG is no different. The plan is then submitted to SMT."
(headteacher)

Partnership Agreement

Once modified by senior managers, the development plan would then form a secure basis from which the school would negotiate its Partnership Agreement with the local careers service. The school would enter these discussions confident of its requirements for students.

"Production of the development plan goes hand in hand with the negotiation of the SLA with the careers service." (headteacher)

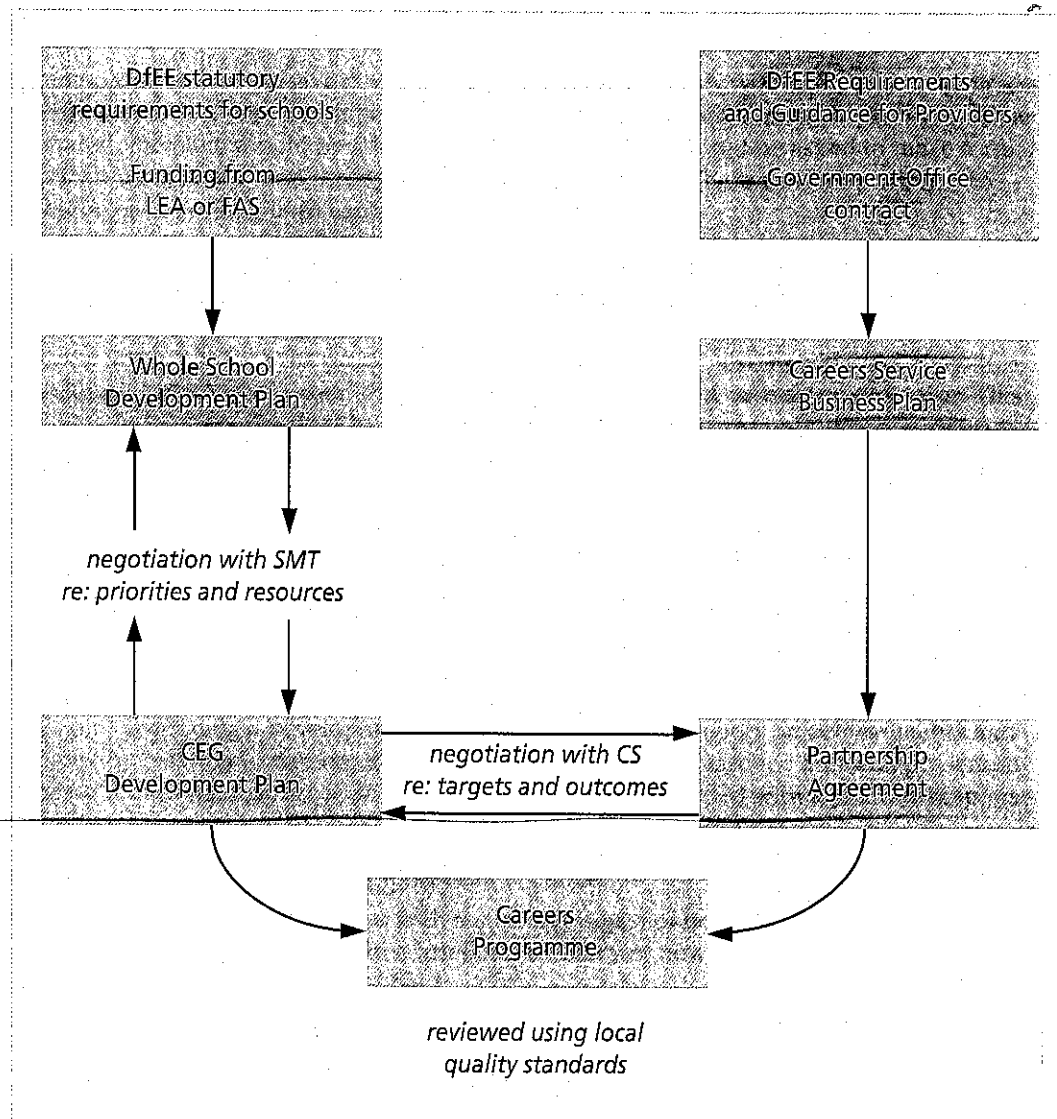
The resulting Partnership Agreement would then become a working document to which both school staff and careers service staff would refer when implementing the planned careers programme.

Quality guidelines

As the programme would have been planned jointly by the careers co-ordinator and careers adviser, and implemented through a similar joint arrangement, it would be important for it to be monitored, reviewed and evaluated jointly by both partners. It is here that any locally determined quality standards or quality guidelines would come into play, providing a useful checklist against which the success or otherwise of the programme could be measured.

The full model is summarised in Figure 3.

Figure 3 Management of careers work



Provision and gains

The enquiry found that most reviews of careers work focus mainly on provision rather than learning gains. It would help to ensure improved quality of provision if, throughout the management process described above, the focus could be just as much on gains as on provision. This would begin with including student outcomes in the policy, continue with relating development targets and the content of the Partnership Agreement to those outcomes, and conclude with reviewing and evaluating the provision against the intended outcomes.

It is interesting to note that a study of school management's views of guidance undertaken in Ireland around the same time as this enquiry (McKenna *et al.*, 1997) found that only in a very small percentage of cases was the school guidance programme drawn up by means of a written agreement, following consultation with all the interested parties, and that few schools formally evaluated the programme. Principals suggested that a detailed, written school guidance plan would assist planning, accountability and evaluation.

PART THREE – RECOMMENDATIONS

6 What needs to be done

6.1 Action by managers

Management

The role of senior managers in schools is to enable middle managers to do their job effectively. In helping the school's careers co-ordinator to fulfil his or her designated responsibility, the senior manager with line management responsibility for him or her should

- support the careers co-ordinator in developing a policy
- request an annual review and development plan for careers work in the school
- participate in the latter stages of negotiating the Partnership Agreement with the careers service
- ask the careers co-ordinator to account for the achievements of the careers programme.

Setting a framework for this work will involve the line manager and careers co-ordinator meeting formally on a regular basis to review progress. It will also involve placing the careers co-ordinator in an appropriate position within the school's management structure(s) to enable him or her to work with relevant colleagues.

Recruitment

Senior managers should give due consideration to the means by which careers co-ordinators are recruited. At a bare minimum, a job description and personal specification should be prepared, the post should be advertised, and candidates should be asked to make formal applications and selected through competitive interviews. There would be added advantages in seeking both external and internal applicants.

Succession planning

A further action for managers is to plan for succession. If the careers programme is to adhere to the organisation in a secure and sustainable way, not only should thought be given to setting up the types of management processes described above, which can operate irrespective of the particular personnel, but thought also needs to be given to developing a second member of staff, possibly as an assistant careers co-ordinator. This would help to share the workload but would also help to ensure continuity of provision should the careers co-ordinator move on or not be available for a period of time.

6.2 Action by careers co-ordinators

Securing support

Careers co-ordinators cannot expect senior managers necessarily to take the initiative to introduce and implement the types of management processes outlined in this part of the enquiry's report. Too often, however, careers co-ordinators perceive themselves as victims of a lack of support. One of the skills they need to acquire is that of lobbying for senior management support. This could include taking a more proactive approach to writing a policy, to producing a development plan or to presenting a report on achievements and progress in relation to careers work in the school. A well-researched and well-presented case for additional resources and/or attention is often rewarded with a positive response.

Tactics which the careers co-ordinator might consider employing in order to gain or enhance senior management support could include

- presenting senior managers with a succinct digest of new initiatives in the field of careers work, together with a brief commentary of how they could be used to the benefit of students in the school
- presenting a report on the current position of careers work in the school, following a critical self-review of the provision, together with ideas for its further development.

6.3 Action by governors

Governors represent the community which the school seeks to serve and for entry into which careers work helps students to prepare. They are, therefore, a rich source of help and assistance to the careers programme. There would be real advantages in linking a governor to the careers aspect of the school's work. He or she could be helped to become well informed about the work, so as to represent its interests at governors meetings. Furthermore, he or she could add an extremely valuable lay perspective to discussion about policy, development plans and reviews of practice.

Other actions for governors could include being part of the selection panel for careers co-ordinator appointments and seeking reports, probably annually, from the careers co-ordinator.

6.4 Resourcing careers work and accountability

Many, but by no means all, requests from careers co-ordinators for senior management support relate to resources. Such requests, however, need to be well argued. Schools are living in a 'bidding culture', where costed plans are presented to bodies outside the school and funding is allocated to enable the school's plans to be implemented. It has been suggested that such an approach could be adopted within the school itself. This already happens, to an extent, through the development planning procedures.

Careers co-ordinators will need to accept, however, that if additional resources are forthcoming, then they will, quite reasonably, be expected to be accountable for the use of such resources. The student outcomes, or the development targets for careers work, would form the basis of the accountability process. This should not be viewed as the negative aspect of additional resourcing, since a report of success can often yield further support.

6.5 Management styles

Some management styles assume that poor-quality provision is due to a lack of competence and motivation: staff are seen as part of the problem. These approaches suggest authoritarian strategies based on accountability, inspection and directives. Other styles assume that people need to find and use their own competence and motivation: staff are seen as part of the solution. Such approaches suggest participative strategies based on development ideas, self-evaluation and principles. At the moment, the former styles are dominant in the education agenda impacting on schools. The task for senior managers and governors is to apply sufficient of these approaches inside schools so as not to allow the accountability and sense of direction to be lost, but to focus considerably more attention on the other approaches which will encourage careers co-ordinators, in this instance, to take responsibility for leading the development of careers work in the school.

A good starting point in many schools would be for the senior managers, the governor linked to careers and the careers co-ordinator together to examine the aims and principles in the guidance from SCAA and the Choice and Careers Division of DfEE, and use them to assess the policy and practice in their school. This would be a valuable starting point to preparing a development plan, which would then be used to gain the full commitment not only of senior managers, but also of governors and the careers co-ordinators themselves. The guidance on learning outcomes for careers education and guidance (CEG), due to be published by QCA in spring 1998, and the report of the joint Ofsted/DfEE inspection of CEG in schools, due in summer 1998, will be other useful documents in informing the further development of careers work in schools.

7 Questions for schools

We conclude with a checklist of questions about the management of careers work for schools to consider, either on their own or with advisory/consultancy support:

- | | |
|--|--|
| <i>Policy</i> | ● Is there a clear policy for careers work in the school, endorsed by senior managers and approved by the governing body? |
| <i>Developing Plan and Partnership Agreement</i> | ● What does the school take into the negotiation of the Partnership Agreement with the careers service? Is there a development plan for the forthcoming year, which has been devised through a process of review and development and submitted to senior management? |
| <i>Monitoring, reviewing and evaluating</i> | ● By what means is the careers education and guidance provision in the school monitored, reviewed and evaluated? Are there clearly defined learning outcomes for students and clearly identified development targets for the provision? |
| <i>Line management</i> | ● How frequently does the careers co-ordinator meet with his or her line manager to review progress? |
| <i>Position in management structure</i> | ● Is the careers co-ordinator located appropriately within the school's management structures? Is he or she enabled to meet with those other middle managers with whom he or she needs to work closely? |
| <i>Recruitment and succession planning</i> | ● What thought has been given to succession planning and to the means by which careers co-ordinators should be recruited and selected? |
| <i>Reporting achievements</i> | ● To whom are the school's achievements in careers education and guidance reported? |
| <i>Governors</i> | ● Is there a link governor for careers work? How is this role used to further the development of careers work in the school? |
| <i>In-service training</i> | ● When teachers involved in careers work attend training courses and conferences, by what means does the senior management identify the use that can be made of such training and the implications for the school? |
| <i>Management training</i> | ● When planning to meet the professional development needs of the careers co-ordinator, is appropriate attention given to helping him or her develop the knowledge, understanding and skills of management? |

8 Further work

Training and development for careers co-ordinators

This enquiry has focused on the role of headteachers, other senior managers and governors in careers work in schools. It remains the case, however, that although the ultimate responsibility for careers work rests with these groups, much of the management task falls to the careers co-ordinator. As the last of the questions in the previous section indicates, this aspect of careers co-ordinators' work will need to feature prominently in their training.

At a time when the Teacher Training Agency is developing National Standards for Subject Leaders, and the Advice, Guidance, Counselling and Psychotherapy Lead Body is exploring the possibility of an NVQ for careers teachers, it would seem appropriate to examine how providers of training and development for careers co-ordinators might be encouraged to incorporate management theory and practice into their programmes.

Appendix 1: Methodology

PHASE ONE

Consultations with careers co-ordinators and careers advisers

Two consultation meetings were held: one with careers co-ordinators from schools in Berkshire, Hampshire and Oxfordshire and careers advisers working in these same three shire counties, and another with careers co-ordinators from the West London boroughs of Ealing, Hillingdon, Hounslow and Richmond-upon-Thames. At both consultations, members of the project team led discussions based on the following questions:

- 1 How do you interpret the term 'senior management commitment' – what is it that you are looking for?
- 2 Within school and related to your careers work, with whom do you communicate, about what issues, by what means and when?
- 3 What helps the communication with senior managers (including governors) and what frustrations do you experience?
- 4 What do you do, and what more could you do, to gain greater commitment from senior management?
- 5 Are you sure about your initial response to what is meant by 'senior management commitment' – do you want to say anything else?

PHASE TWO

Structured interviews in schools

A total of ten schools were visited. In each, a member of the project team conducted interviews with, separately, the careers co-ordinator, the headteacher (or deputy head) and a governor.

The project team is grateful for the support of the following schools:

Bicester Community College, Bicester, Oxon.

(11-18, mixed, comprehensive)

Broadgreen School, Liverpool

(11-18, mixed, comprehensive)

Chesterton Community College, Cambridge

(11-16, mixed, comprehensive)

The Lady Eleanor Holles School, Hampton, Middlesex

(7-18, girls, independent)

Marshfields School, Peterborough, Cambs.

(5-19, mixed, special)

Meadow Bank School, Liverpool

(5-18, mixed, special)

St. Albans Girls' School, St. Albans, Herts.

(11-18, girls, comprehensive)

Slough Grammar School, Slough, Berks.

(11-18, mixed, grammar)

Speke School, Liverpool

(11-18, mixed, comprehensive)

Thorpe St. Andrew High School, Norwich, Norfolk

(11-18, mixed, comprehensive)

Interview with careers co-ordinator

- 1 What do you understand careers education and guidance (CEG) to be about?
 - what, in your view, are the main student gains from CEG? (how do you go about finding out whether or not the students have in fact gained these things?)
 - what, in your view, are the benefits of CEG to your school, and can you identify any drawbacks in providing CEG?
 - does anything in particular persuade you of the importance of CEG?
- 2 What do think parents want from CEG?
- 3 What do you think is the senior management's view of CEG?
- 4 What do you think is the governors' view of CEG?
- 5 To what extent is your view of CEG shared by the rest of the staff in the school?
- 6 How would you describe the relative priority of CEG in the school?
 - are you satisfied with the position of CEG in your school?
 - what future do you anticipate for CEG in your school?
- 7 What are the indicators that CEG is, or is not, taken seriously in the school?
 - how would you describe your own role in relation to the CEG programme?
 - by what means were you recruited and appointed to your present post as careers co-ordinator?
- 8 Describe how you are enabled, by the senior management, to fulfil your role as a middle manager:
 - who is your line-manager, and how is the line-management function carried out?
 - where are you placed in the management structure of the school? (which meetings/committees do you attend? what do you talk about at these meetings/committees?)
 - are you appraised in your capacity as careers co-ordinator and, if so, by what means and how frequently?
 - how are the resources for CEG decided?
- 9 Describe how the review and development of CEG is integrated in the whole-school review and development process.
- 10 How are the school senior managers involved in the discussions over the Service Level Agreement (SLA) with the careers service?
- 11 How do you keep senior management informed
 - about local and national developments with regard to CEG?
 - about what is happening in the school with regard to CEG?
- 12 From your perspective, what is the role of the governors in relation to CEG?
 - how do you keep governors informed, and how do you involve them?
- 13 Is there anything else that you do to promote CEG to senior managers and/or governors?
- 14 Think about your most recent achievement(s) in developing the CEG programme and say how senior management contributed to the success. Describe how any senior management commitment was achieved.
- 15 Think about something you want to do in relation to developing CEG in the school and say what you would want from senior management. What would be the helps and hindrances in gaining this support from senior management, and how might you go about seeking such support from your senior managers?
- 16 Is there anything else you would like to say?
- 17 Have you sought support from any outside agency concerning the management of CEG, and, if so, what did they say and do, and how did it help?

Interview with headteacher (and/or other senior manager)

- 1 What do you understand careers education and guidance (CEG) to be about?
 - what, in your view, are the main student gains from CEG? (how do you go about finding out whether or not the students have in fact gained these things?)
 - what, in your view, are the benefits of CEG to your school, and can you identify any drawbacks in providing CEG?
 - does anything in particular persuade you of the importance of CEG?
- 2 What do you think parents want from CEG?
- 3 What do you think is the careers teacher's view of CEG?
 - have you discussed your and the careers teacher's views of CEG with him/her?
- 4 What do you think is the governors' view of CEG?
- 5 To what extent is your view of CEG shared by the rest of the staff in the school?
- 6 How would you describe the relative priority of CEG in the school?
 - are you satisfied with the position of CEG in your school?
 - how do you see the future of CEG in the school?
- 7 What are the indicators that CEG is, or is not, taken seriously in the school?
 - how would you describe your own role in relation to the CEG programme?
 - have you got a school policy statement on CEG, and how was it developed?
 - by what means did you recruit and appoint the present careers co-ordinator?
 - what qualities did you seek, and what training have you made available?
 - what salary grade have you assigned to the post of careers co-ordinator?
- 8 Describe how you enable the careers co-ordinator to fulfil his/her role as a middle manager:
 - who is the line-manager for the careers co-ordinator, and how is the line-management function carried out?
 - where have you placed the careers co-ordinator in the management structure of the school? (which meetings/committees does the careers co-ordinator attend? what does the careers co-ordinator talk about at these meetings/committees?)
 - is the careers co-ordinator appraised and, if so, by what means and how frequently?
 - how do you decide on the resources for CEG?
- 9 Describe how the review and development of CEG is integrated in the whole-school review and development process.
- 10 How are the school senior managers involved in the discussions over the Service Level Agreement (SLA) with the careers service?
- 11 How do you keep up with what is happening in CEG
 - locally and nationally?
 - in your own school?
- 12 From your perspective, what is the role of the governors in relation to CEG?
 - how do you keep governors informed, and how do you involve them? (for what purposes do you keep governors informed?)
- 13 Is there anything else you would like to say?

Interview with governor

- 1 What do you understand careers education and guidance (CEG) to be about?
 - what, in your view, are the main student gains from CEG? (how do you go about finding out whether or not the students have in fact gained these things?)
 - what, in your view, are the benefits of CEG to the school and can you identify any drawbacks in providing CEG?
 - does anything in particular persuade you of the importance of CEG?
- 2 What do think parents want from CEG?
- 3 What do you think is the careers teacher's view of CEG?
- 4 What do you think is the senior management's view of CEG?
- 5 To what extent is your view of CEG shared by the rest of the staff in the school?
- 6 How would you describe the relative priority of CEG in the school?
 - are you satisfied with the position of CEG in the school?
 - how do you see the future of CEG in the school?
- 7 How would you describe your own role in relation to the CEG programme?
- 8 By what means are you kept informed about CEG in the school?
- 9 How are you involved in the CEG work in the school?
 - in your role as a governor of the school, who and/or what do you represent from within the community?
 - from this perspective, what involvement do you think would be appropriate?
 - what involvement would be possible, i.e. what contributions could you make?
 - what barriers, if any, do you foresee in becoming involved in the school's CEG work?
- 10 Has the school got a policy statement on CEG, and how was it developed?
- 11 By what means was the present careers co-ordinator recruited and appointed?
- 12 How do you keep up with what is happening in CEG, locally and nationally?
- 13 What, in your view, should the role of governors be in relation to CEG?
- 14 Is there anything else you would like to say?

PHASE THREE

Consultation with headteachers and governors

The final stage of the project comprised a consultation with six headteachers and four governors, from schools in Cambridgeshire, Hertfordshire, Hounslow, Liverpool, Norfolk and Richmond-upon-Thames, none of whom had been visited in Phase Two. Participants met with the whole project team. They were asked to consider the enquiry's emerging findings and to make recommendations for action, to senior management teams in schools, to governors and more widely.

Appendix 2: Steering Group

Tony Watts (Chair)	Director, NICEC
Roger Allen	Education Adviser, Government Office, Eastern Region
David Frost	Tutor, University of Cambridge School of Education
Jonah Watts	Director, CiBT Thames Careers Guidance

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