



Checklist for High Quality Careers Education

1. Have you reviewed how careers education is delivered within the school with reference to the Principles of impartial careers education and the “Key Information” on learning pathways?
2. Do you place careers education at the centre of the work of the school and communicate its importance? Is there a senior member of staff to take responsibility for careers education? Have you considered the benefits of combining this role with responsibility for creating, managing and developing the school’s relationships with business?
3. Do you provide the responsible senior leader with the autonomy and resources that they need to fulfil their role and agree clear objectives with measurable targets for improvement (as part of a careers education development plan linked to the school improvement plan) against which the responsible senior leader will be able to review their performance?
4. Have you ensured that where responsibilities are further devolved to a middle leader (the ‘careers leader’ or ‘careers coordinator’), that this person has the skills and knowledge, and is allocated sufficient time, to undertake their duties effectively?
5. Is there in place consistent and effective arrangements for providing careers education teachers with the knowledge and skills that they need to perform effectively. Can you ensure that **all** staff – not only careers specialists – understand the school’s statutory responsibilities and receive the training and support that they need? Have you considered in particular the support provided for the development of those providing personal tutoring who will be well placed to help develop pupils’ abilities to make decisions between subject and qualification pathways?
6. Do you provide mothers, fathers and other carers with information about the services that are available to help young people make effective learning and career decisions?
7. Do you encourage teachers to enliven and enhance their teaching by providing a work related context for their pupils’ learning?
8. Have you considered whether, and how, more emphasis should be placed on experiential learning to inform pupil’s understanding of learning and work opportunities? Do you exploit synergies across the careers education, work related learning, enterprise and financial capability elements of the curriculum?
9. How do you ensure that careers education provision is effective in:
 - challenging all forms of stereotyping (e.g. in making choices about learning and work opportunities)
 - opening up access to work related learning for disabled young people

- promoting access to higher education, particularly from groups which are currently under-represented. (Establish long-term structural links with HEIs in order to raise the aspirations of pupils, parents and teachers and to help pupils apply to higher education)

10. How do you ensure that learners receive the support they need to gain a suitable place in learning under the September Guarantee
11. Have you conducted regular internal reviews (engaging at least one governor) of the quality of careers provision and develop a plan to address weaknesses. Have you encouraged the Governing Body to discuss CEG and pupil destinations at least once a year?