



Rt Hon Anne Milton MP

Minister of State for Apprenticeships and Skills
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Dear Colleague,

I wrote to you earlier this year about the progress that has been made in delivering the Government's careers strategy. I highlighted the important role that you can play in encouraging schools and colleges to deliver high quality careers education, in line with their legal duties, that can make a difference to the life chances of young people in your constituency. I am attaching a summary of the Gatsby Career Benchmarks that we expect schools and colleges to use to develop and improve their careers provision.

As you go on visits this summer term, I would be delighted if you could consider using the enclosed ideas to guide your discussions with schools and colleges and encourage them to use the support that is available from The Careers & Enterprise Company (CEC).

For the first time in years, careers support for young people is improving and our investment through the CEC is creating significant momentum:

- Employer engagement with schools and colleges is growing. Over 2,000 schools and colleges are in the Enterprise Adviser Network matched to a senior business volunteer (Enterprise Adviser) to help them build their networks and give their young people inspiring encounters with the world of work.
- 120 businesses across England are becoming Cornerstone Employers, committed to delivering more employer encounters to young people in their area.
- 85% of secondary schools and colleges are now using the free online [Compass](#) tool to evaluate their careers activity against the eight Gatsby Benchmarks of best practice.
- The first 20 Careers Hubs have accelerated progress against the Benchmarks for schools and colleges in these areas (the next 20 Hubs have also just been announced).
- A new workforce of Careers Leaders are being supported with 1,300 schools and colleges awarded bursaries for face-to-face training.

I am very keen that all secondary schools and colleges use the careers strategy and the support available. If you identify schools or colleges that are yet to do this, please encourage them to get in touch with the CEC at <https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school>.

I also welcome any feedback you wish to share from your conversations so that we can continue to improve the support that is available. Thank you for your continued support in helping us to deliver the ambitions for young people set out in the careers strategy.

My best wishes

A handwritten signature in blue ink, appearing to read 'Anne', followed by a period.

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Minister of State for Apprenticeships and Skills

Careers Strategy: Ideas for talking to secondary schools and colleges

Visits to secondary schools and colleges in your constituency are a good opportunity to talk about how they are using the careers strategy and delivering their legal duties, as set out in statutory guidance.¹ I have made a number of suggestions to guide your discussion.

Every young person should have seven encounters with employers – at least one each year from years 7 to 13. Every secondary school and college should have access to an Enterprise Adviser by 2020.

- Are your young people having regular interactions with employers?
- Do you have / have you signed up for a volunteer Enterprise Adviser from a local business or employer?
- Schools and colleges in the Enterprise Adviser Network have increased the encounters they give to their pupils by 50%. If you don't yet have an Enterprise Adviser please sign up www.careersandenterprise.co.uk/schools-colleges/sign-your-school.

All schools and colleges are expected to use the Gatsby Benchmarks of Good Career Guidance to give high quality careers support to all 11- to- 18-year-olds.

- Do you use the free online Compass tool to measure your progress against the Benchmarks and the free Tracker tool to plan your careers activities?
- Is there additional support that you would welcome from Government to help you make progress against the Benchmarks? (See below for more information on how schools are measured against each Benchmark).

All schools and colleges should publish information about their careers programme, including details of their Careers Leader, who is responsible and accountable for the delivery of the careers programme.

- Have you appointed a Careers Leader with the skills and experience to develop your careers programme in line with the Gatsby Benchmarks?
- Did you apply for a free bursary for face to face Careers Leader training through the CEC or is your Careers Leader using the free online training?
- Are details of your careers programme on your website and are you asking parents and students for feedback?

All maintained schools and academies must comply with the 'Baker Clause' – new legislation introduced in January 2018, which requires them to give providers of technical education and apprenticeships the opportunity to talk to all year 8-13 pupils.

- How does your school make sure that pupils participate in relevant encounters with University Technical Colleges, FE Colleges and apprenticeship providers to help them make decisions about future education and training options?
- Do you have a published policy statement setting out your arrangements for provider access, as required by the legislation?

¹ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> and <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

Gatsby Benchmark	Measures
1. A stable careers programme	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
2. Learning from labour market and careers information	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each pupil	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer
6. Experiences of workplaces	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
8. Personal guidance	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.