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The Careers & Enterprise Company (The Company) supports delivery of good career guidance as

networks is one of the core objectives of The Company; as part of this, their role is to link schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.

The national Enterprise Adviser Network helps provide career guidance to all young people by linking schools and colleges with senior-level business volunteers (Enterprise Advisers) and supporting Careers Leaders working in schools and colleges. Careers Hubs, as a part of the Network, are coordinated groups of schools and colleges in the same geographic area working together and with partners in the business, public, education and voluntary sectors, to accelerate progress towards achieving all the Catsby Benchmarks.

This report draws on a range of information to evaluate the effectiveness of the Enterprise Adviser Network and Careers Hubs with regard to the:

ways in which the Network and Hubs have supported schools and colleges in developing their careers provision in line with the Gatsby Benchmarks

impact of the links between schools, colleges and employers at the local level and the range and quality of careers programme opportunities available to young people

value for money that has been delivered.

The findings reported here are based on:

latest data for 4,240 state-funded schools and colleges drawn from Compass and Compass+ in March 2020, which are self-completion tools used by schools and colleges to record their progress towards the benchmarks

two annual surveys each of Careers Leaders in schools and colleges (1,910 responses), Enterprise Coordinators (283) and Enterprise Advisers (1,505), conducted between 2018 and 2020

qualitative interviews over two years (2018 to 2020) with 36 Enterprise Advisers, 36 Careers Leaders, 30 Enterprise Coordinators, and 40 Hub Leads (22 of whom were interviewed in both years).

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The Careers & Enterprise Company is responsible for the development of a national Enterprise Adviser Network (the Network). The purpose of the Network is to connect schools and colleges with employers to ensure good career guidance for all students. The Network started in 2015 and, following a successful pilot in the North East, Careers Hubs were

introduced in a phased way from 2018. Careers Hubs involve groups of between 20 to 40 schools and colleges in the same geographical area working together with local businesses to

accelerate progress towards the achievement of all the eight Catsby Benchmarks.

The Company organise the Network to align with Local Enterprise Partnerships (LEP areas), and work closely with LEPs and Local Authorities to ensure that national frameworks and support are in place, whilst allowing for local variation in response to need. Following ember 2017) the work of The

Company and the Network was set within a policy expectation for good career guidance.

An evaluation of the Network, was set up from its start and was run initially by Pye Tait with a <u>report</u> published covering 2015- nd was subsequently adapted to include the Careers Hubs. The overall aim of the evaluation was to assess the effectiveness of the Network, including developing formative insights in relation to the process (how the Network works), the areas of impact as a activities, and the effectiveness of investment of public money.

A formative, mixed methods approach was taken to the evaluation. Seven national surveys were undertaken, including annual surveys of Careers Leaders in the Network, Enterprise Advisers and Enterprise Coordinators. The Careers & Enterprise Company provided analysis of both Compass data (for insight into progress with achieving Benchmarks), and the Enterprise Adviser Network Register. Qualitative insights have come from in-depth interviews with key stakeholders and those in Network/Hub delivery roles undertaken in 2019 and 2020 and including interviews with 36 Enterprise Advisers, 36 Careers Leaders, 30 Enterprise Coordinators, and 40 Hub Leads (22 of whom were interviewed in both years). These were supplemented by analysis of standard characteristics proformas provided by

been recruited to the Network, of whom 81% were matched with a school/college; by August 2020 this had increased to 3,645 Enterprise Advisers, of whom 90% were currently matched.

Careers Hubs were launched nationally in September 2018. In 2018/9, 22 Careers Hubs were established as Wave 1 Hubs including 704 schools and colleges, and a further 618 establishments joined the 20 new or expanded Careers Hubs in Wave 2 in 2019/20. Wave 3 was launched in September 2020, including 943 establishments in 21 further Careers Hubs. Hubs vary in management and governance models to fit their geography and their local geopolitical circumstances.

Schools and colleges have adopted the Gatsby Benchmarks and the use of Compass to assess their own performance. This has grown from 578 user establishments in August 2017 to 4,307 user establishments in August 2020. This suggests that leaders in schools and colleges are paying strategic attention to their careers work and how it relates to all young people, both as a result of the work of The Company and the statutory duty established in the 2017 Careers Strategy.

Analysis of Compass data shows that schools and colleges in the Network, particularly those in Careers Hubs, achieve more of the Catsby Benchmarks than those not in the Network, and have also improved faster (between summer 2018 to March 2020). On average, schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in in th8paarly[(

Leaders also reported that training provided valuable opportunities to network with their peers. Further research on careers leaders training has been <u>published</u> by The Company.

Informal learning and development are facilitated through the formal structures associated with Networks and Hubs. Regular meetings and training events hosted by Hub Leads and Enterprise Coordinators provide an opportunity for people to build networks of supportive peers. For example, the 2020 Careers Leader survey reported that nearly three-quarters of respondents said they had stronger networks with other education providers as a result of joining the Careers Hub¹. These collaborative networks offer members the opportunity to talk through ideas, learn from each other and share resources, improving their skills and knowledge and allowing them

result. Opportunities to connect with peers were highly valued by Careers Leaders, Enterprise Advisers and Coordinators who might otherwise feel isolated in the role; some said that it energised them and gave them more confidence.

The Network has succeeded in creating connections between schools and local businesses. Over half of the respondents to the 2020 Enterprise Adviser survey had connected the school or college to other local employers², and around three-quarters of Careers Leaders in schools and colleges had engaged with more employers since joining as a result of the Network and Careers Hubs.³ As a result, many young people have had encounters with the Enterprise der network

or elsewhere.

Careers Hubs built on the foundation provided by the Network to foster local connections. They have strengthened the Network by creating a web of links that connect strategic stakeholders in Local Enterprise Partnerships and Local Authorities with the operational level of stakeholders, including Careers Leaders and Enterprise Coordinators. Factors which have enabled the fostering of strong relationships include additional time and funding, the role of the Hub Lead, the Hub infrastructure (which links the Network with local strategic

community. Additionally, Cornerstone Employers are starting to grow connections with schools and colleges in Careers Hubs.

The Network and the Hubs have helped schools and colleges to visualise *how* they will enact s Careers Strategy. The work of the Network and the

Most Careers Leaders in secondary schools gave positive feedback about the Compass tool, and those in colleges and special schools responded positively once they had received their own Compass tool, tailored to their educational context. The tool was considered by Careers Leaders to be important for tracking progress and identifying gaps in benchmark achievements. It was also considered useful for sharing with senior leadership and wider colleagues to engage staff in how they could contribute to delivery of the Careers Strategy. To increase the impact of Company resources and research further, stakeholders recommended a national, online resource bank⁵ and system of disseminating which ensures the number of resources is not

The findings presented in this report in relation to the effects of the Network and Careers Hub models and the factors enabling these, raise both opportunities and challenges.

The reach of the Network and Careers Hubs has increased rapidly. The third wave of Careers Hubs will test the scale-up of the model, extending coverage to more than 2,200 schools and colleges, and, in 12 LEP areas, including all schools and colleges. However, there is still a way to go in ensuring all young people benefit from high quality careers and enterprise education and the benefits that being part of the Network and Careers Hubs bring. There remain some schools and colleges that are not in the Network, and some Enterprise Advisers not yet matched with a school or college that are in the Network. There is therefore still progress to be made to ensure full reach of the Network.

Similarly, even among those schools and colleges that are participating and are accessing the resources, peer support, training and other resources afforded through membership, there is still much more to be done to reach the exacting standards of the Catsby Benchmarks and ensure that all young people experience good career guidance.

Careers Hubs and Networks require dedicated resource to continually engage and promote the work with new volunteer Enterprise Advisers,51(re)120.855 0. g0 Gutv3 rg*nBT/F1 11.04 Tf1 0w7]e s

There are fundamental challenges in connecting schools and colleges to businesses. These are centred around time constraints and competing priorities within schools, colleges and businesses, their different working cultures and practices, and the challenges posed by the differing levels of business leader availability in different geographies. The impact of COVID-19 has led to additional pressures on schools, colleges and businesses.

While there are no silver bullets, Careers Hubs and Networks have demonstrated that good practice can help to overcome these challenges. Where Careers Leaders are skilled, supported and respected, they are more empowered to find ways around challenges as they arise. Where there are strong networks of different local stakeholders, people can share expertise, resources and contacts, which help individuals tackle the challenges highlighted above. The fact that Networks and Careers Hubs are structured by geography enables stakeholders to adapt activity to local challenges.

Despite strong policy backing for careers and enterprise provision in schools and colleges, institutions continue to face significant challenges in providing good career guidance. Resources for careers provision have to compete with other educational priorities both nationally and in individual institutions. The case for careers has to be promoted repeatedly, designated funding has to be sought continually, and the

Professional development for experienced and new Careers Leaders is vital to ensure there is a trained, networked and valued Careers Leader community.

Intelligent use of data and digital resources both to plan and review provision at an institutional level, and also to provide regional and national insight.

Finally, as students and the education workforce work through the uncertainties associated with COVID-19, the ability to use digital tools interchangeably with face-to-face experiences will remain important, both for keeping the Network and Hubs communicating, and for providing high quality relevant, appropriate and timely career guidance to help ensure that all young people can make good career decisions in a challenging economic environment.

Local Enterprise Partnerships (LEP areas

Network. It is clear that without the active engagement and support of the national network of LEPs the Enterprise Adviser Network and Careers Hubs would not have been able to gain as much rapid traction and impact as they have. The Company work with all Local Enterprise Partnerships across England to recruit, train and support a cadre of Enterprise Coordinators who in turn support volunteer Enterprise Advisers. This arrangement helps to ensure a standard framework of delivery is in place nationally, whilst allowing for local variation in response to need.

Local Enterprise Partnerships, or in some cases Local Authorities / Combined Authorities where this is agreed by local partners to be more appropriate for effective delivery, employ and part-fund Enterprise Coordinators⁸ who support all the schools and colleges in the local Network and Hubs.

The locality partners provide support to Enterprise Coordinators and Hub Leads which includes staff training and development opportunities, communications support, links to the local employers through established business networks and Chambers of Commerce, and resources such as local labour market information.

Annex A lists key dates and milestones which are associated with the establishment, development and policy drivers of the Network and the Careers Hubs, alongside headline data which show the growth of the Network and Careers Hubs since their establishment.

Fundamental challenges in relation to the provision of career guidance in schools and colleges also impacted on the delivery of the Network and Careers Hubs and this evaluation. Schools and colleges have to balance the delivery of careers education and guidance alongside a wide range of other requirements and strategic priorities not least managing timetabling and budgeting, ensuring high quality teaching and learning, maximising the educational attainment of all students and ensuring the delivery of a diverse and inclusive curriculum. Some schools view careers education and guidance as a component that supports the delivery of other strategies for raising attainment (for instance, taking the perspective that high-quality careers and enterprise provision will improve outcomes for all young people), whereas others accord it a lower priority or make it a priority for selected young people only. The Network and Hubs therefore have an important role in elevating the profile of careers in educational establishments.

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⁸ The Company fund all Hub Leads.

Additionally, the ability of schools and colleges to implement their careers programmes was affected by the closures of schools and colleges for the majority of young people between March and September 2020 due to the COVID-19 pandemic. For many institutions, certain types of employer engagement activities have traditionally been delivered during the summer term. However, as young people could not physically attend work experience placements, challenge days, open days and so forth, this work was disrupted. Schools and colleges have used digital communication technologies in many different ways to help ameliorate the impact of lockdown. However, most of the research work informing this evaluation had been completed prior to the closure of schools and colleges and so the full effect of this on young people and local economies will not be captured in this report.

In December 2017, The Company commissioned <u>SQW</u>, an independent research and consultancy organisation, to conduct the second phase of the evaluation of the Network covering the period 2018-20. This built on the previous evaluation, which was delivered by Pye Tait and covered the first two years of the Network (2015-2017)⁹. The scope of the evaluation was subsequently expanded to include the evaluation of the Careers Hubs.

The evaluation traces the development and growth of the Network since 2018 and the establishment and growth of Careers Hubs since the pilot launch in 2019; the changes that have been achieved as a result of this work; the factors which make a difference in delivering outcomes effectively; and learning and insights to inform the future development and sustainability of the Network.

Annex A depicts a timeline of policy, delivery and evaluation associated with the EAN and Careers Hubs

Annex B sets out the methodology of this evaluation in further detail

Annex C provides the full case studies, with summaries included in this report.

The Network and Careers Hubs aim to improve career guidance planning and provision within schools and colleges in England for all young people.

Since the Network was established, the numbers of schools and colleges who have joined the Network has grown steadily. By August 2020, 3,865 statefunded schools and colleges were part of the Network, of which 1,322 had joined a Wave 1 or Wave 2 Careers Hub.

Since 2018, 42 Careers Hubs have been launched or extended across England in two Waves, with a third Wave announced in June 2020 and launched in September 2020. This will include a further 943 schools and colleges.

The Network and Hub models have been adapted and vary in reach and operat -economic and political characteristics. The delivery of key roles in practice has developed from initial intentions, but otherwise operations still reflect the original design.

This chapter d



The Network was established by The Company in collaboration with Local Enterprise Partnerships (LEP areas) in 2015 as part of a government drive to improve the careers system within secondary education in England. The aim was to build and co-fund a national network linking schools and colleges to employers to coordinate improvements in careers education. This would be achieved by supporting schools and colleges to develop and improve their careers programmes and, specifically the level and quality of employer engagement with young people.

The Network model is intended to operate with an Enterprise Coordinator linking each school/college with a volunteer Enterprise Adviser from a local employer. The Enterprise Senior Leadership

Team¹⁰. The Enterprise Coordinator also provides engagement support, facilitates the sharing of best practice and liaises with local employers to coordinate work encounters. More detail on the key roles in the Network and how they operate can be found in Table 2-1.

Enterprise Coordinators

Enterprise Coordinators are co-funded, trained and supported by both The Company and the partner LEP or Local Authority. They work with a group of around 20 local mainstream schools, special schools, colleges and/ or pupil referral units (PRUs) within the Network. Within these educational establishments, they engage with Careers Leaders to support the development of a quality and sustainable careers strategy, careers provision plan and connections with employers.

Enterprise Coordinators also lead on the recruitment and matching of Enterprise Advisers to schools and colleges based on locality, needs of the institution and interest and skills of the Enterprise Adviser. They support both Careers Leaders and Enterprise Advisers throughout their relationship.

Some larger LEP areas include Senior Enterprise Coordinators in their delivery models. In addition to the responsibilities of an Enterprise Coordinator (though with a smaller case load), they assume line management responsibilities of other Enterprise Coordinators. They may also have responsibility for a specific group of schools such as special schools or PRUs in their area.

Enterprise Advisers are recruited, matched and supported by Enterprise Coordinators and work with Careers Leaders and when required, members of the Senior Leadership Team. The Enterprise Adviser role varies depending on the needs of the school but overall is shaped and guided by the Enterprise Adviser Roadmap ¹¹ produced by The Company.

Careers Leaders

Careers Leaders are responsible for the careers strategy, planning and provision within their school or college. The Enterprise Coordinator engages with them to participate in the Network.

Careers Leaders vary in their level of seniority within their school or college, in the structure of their position and in the amount of time which is allocated to this role¹². In some schools and colleges, the Careers Leader role is seen as a full-time role (17% of Careers Leaders in the 2019 survey and 40% in the 2020 survey reported this to be their only role in their institution¹³), but many also have other responsibilities including Head of Department, other Senior Leader or subject teacher.

Free training opportunities are accessible to all Careers Leaders within the Network through The Company.

In August 2017, 2,019 Enterprise Advisers had been recruited to the Network, of whom 81% (1,628) were matched with a school or college

By July 2018, 2,485 Enterprise Advisers had been recruited, with 88% (2,196) matched with a school or college

In June 2019, 2,896 Enterprise Advisers had been recruited with 87% (2,529) matched to a school or college

By August 2020, 3,645 Enterprise Advisers had been recruited, of whom 90% (3,289) were matched.

Within the Network, the Careers Hub model was first piloted in the North East LEP, in partnership with the Gatsby Charitable Foundation. From 2015 to 2017, the North East LEP worked intensively with schools and colleges to support their achievement of the eight Gatsby Benchmarks. By the end of the pilot, 85% of schools and colleges had fully achieved six or more of the eight Gatsby Benchmarks¹⁴.

addition, The Company and LEPs continued to share funding for the Enterprise Coordinators (as is the case within the wider Network) with 50% annual match funding per post, and extra finding (also on a match funding basis) to recruit additional Enterprise Coordinators. Within a Careers Hub, support from Enterprise Coordinators is more intensive than in the Network, with each Coordinator supporting around fifteen schools (rather than 20 schools in the wider Network model).

Hub Leads	The Hub Lead role varies depending on the local context but, in general, Hub Leads provide the strategic leadership within the Careers Hub; coordinate all Careers Hub activities; build relationships with external stakeholders, including local authorities, the LEP area and businesses;

from all the schools and colleges to be part of the Hub and to have a Careers Leader in place

Hubs are generally broad in their governance. The majority of Careers Hubs (30) have a membership structure which includes schools, colleges, LEPs and LAs but also brings in other stakeholders such as universities and business organisations. Six Careers Hubs have a limited steering group membership composed of solely the Local Authority and/ or LEP and the Lead Schools.

Enterprise Advisers are invited to induction days delivered locally by the Enterprise Coordinator and/ or LEP to help them to orient themselves to the role and schools and college expectations. Content differs by LEP area, but can cover the role of the Enterprise Adviser, work of the Network and Careers Hubs, as well as overviews of: Gatsby Benchmarks, regional Compass data, progress towards achieving the Gatsby Benchmarks, Company priorities, and any relevant national updates. In addition, Enterprise Advisers are supported by their Enterprise Coordinator who may attend meetings between the Enterprise Advisers and the school or college they have been matched with.

The Company provide a range of training options for Careers Leaders to understand their role and to develop the skills required to help strategically and successfully embed a careers programme in their school or college ²⁰. Careers Leaders can access fully funded, accredited (Level 6 and 7) or non-accredited programmes, delivered by training providers in their region. An additional £1,000 bursary is available for the school/ college to use as they see fit²¹.

One feature of Careers Hubs that is not included in the wider Network offer is embedding regular opportunities for networking and peer support for Careers Leaders and Enterprise Advisers. Careers Hubs arrange regional meetings (usually once a term) for Careers Leaders, which are usually facilitated by Hub Leads, Enterprise Coordinators or Lead Schools. The meetings provide regular networking opportunities, as well as additional, bespoke training opportunities such as sessions on particular aspects of careers programmes and deep dives on approaches to achieving specific Catsby Benchmarks.

Smilar regular Enterprise Adviser meetings, led by Enterprise Coordinators, are arranged in most regions. These meetings were mentioned by some of the interviewed Enterprise Advisers as a useful opportunity for further informal training, knowledge sharing and networking with other Enterprise Advisers.

A variety of resources are available through The Company and are summarised in Table 2-3. These range from toolkits that provide role descriptions and engagement ideas, free careers planning and tracking software, to resources to support schools/ colleges to meet specific Catsby Benchmark activities. Recently, these have been curated into a Resources Directory²²

https://resources.careersandenterprise.co.uk/

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²⁰ https://www.careersandenterprise.co.uk/schools-colleges/training-careers-leaders

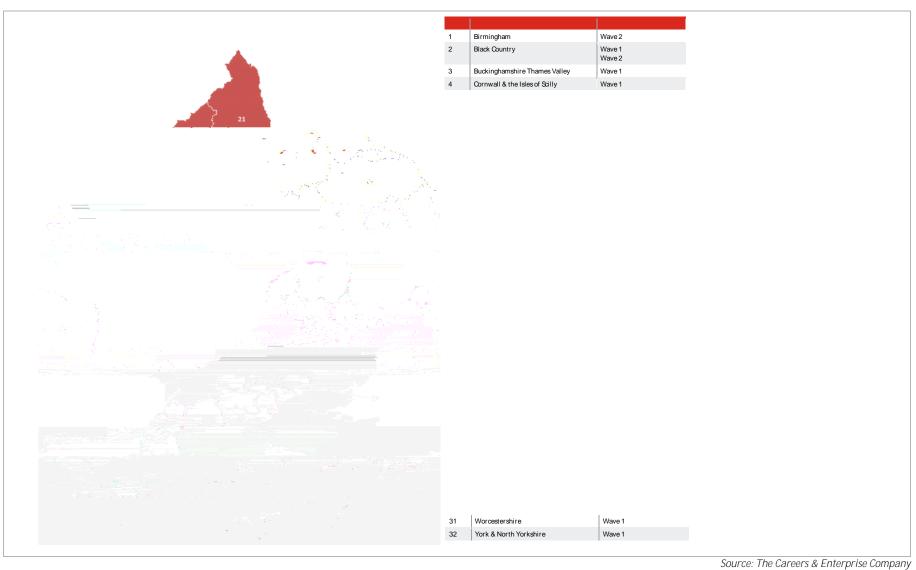
²¹An independent evaluation of this training can be found at:

https://www.careersandenterprise.co.uk/our-research/evaluation-careers-leader-training

²² A Resource Directory has been launched by The Company;

which will be the main portal for all resources to support implementation of the Gatsby Benchmarks.

Toolkits	These are a series of resources, including the Road Maps for Enterprise Advisers and Enterprise Coordinators that set out their respective roles and what the stages in development and support might look like over the first year of a relationship between Enterprise Adviser and school/college.
Compass Classic	A digital self-assessment careers tool for schools and colleges developed by The Company in partnership with the Gatsby Charitable Foundation. The aim was to careers programme and measure their progress towards the eight Gatsby Benchmarks. The resQ-3()3(a)-5(n)-7(d)4(tNi92 re34(p)5()3(3neo7)-16 r)4(e)-5









analysis is based on data downloaded in March 2020 to avoid reporting the distortion effects associated with the services changes deployed in response to the COVID-19 pandemic.

Schools and colleges in the Network, particularly in Careers Hubs, perform better against Gatsby Benchmarks than those not in the Network, and have improved faster (from summer 2018 to March 2020). Schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in the Network on every benchmark, This is true, on average, for all types of schools and colleges (whether mainstream secondary schools, alternative providers, special schools or further education providers).

The Compass data (see Figure 3-1) shows that schools and colleges in the Network, particularly in Careers Hubs, have made more progress towards achieving the eight Gatsby Benchmarks than those not in the Network. By March 2020, schools and colleges in Careers Hubs had established programmes that met over half of the Gatsby Benchmarks fully (though some were subsequently impacted by the COVID-19 pandemic). Wave 1 Careers Hubs, which had been operating for approximately one year longer that Wave 2 Careers Hubs, had achieved the most benchmarks.



Wave 1 Careers Hubs over the same 18-month period was markedly higher, at 2.3 benchmarks (from an average of 2.5 benchmarks in September 2018 to an average of 4.8 benchmarks in March 2020)²³.

Schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in the Network on every benchmark, as shown in Figure 3-2. The most marked difference is on Benchmark 2: learning from careers and labour market information, which nearly three-quarters (73%) of Wave 1 Careers Hubs had achieved, compared with less than one-third (29%) of schools and colleges not in the Network.

Almost three-quarters of the schools and colleges in Wave 1 Hubs had ensured that the majority of young people were learning from careers and labour market information (73% - Benchmark 2), had encounters with employees (75% - Benchmark 5) and had experienced personal guidance (72% - Benchmark 8).





like they are included in something	more than any other school type, because they feel		

Source: Compass Data as analysed by The Careers & Enterprise Company, March 2020: Wave 1 Careers Hubs (n=722), Wave 2 Careers Hubs (n=601), Enterprise Adviser Network (not in Careers Hub) (n=2348), Not in the Network (n=569)

While it is clear that schools and colleges in Careers Hubs on average outperform those in other areas, it is possible that this outperformance may be due to structural differences



interviewees to have been positively received and impactful. Careers Leaders were also able to join Network meetings and national events held by The Company. Some Careers Hubs provided additional, local training for the Careers Leaders who were Careers Hub members. These findings complement those reported in the national evaluation of Careers Leader training²⁵.

Membership of a Careers Hub improves access to training. In 2020, 81% of Careers Leaders in schools or colleges surveyed who were part of a Careers Hub (313 respondents) had noticed improved access to training for Careers Leaders and school or college colleagues since having joined



Principal for Quality on her concerns around their careers programme, and was then given the opportunity to deliver a presentation to the senior leadership team.



The creation of learning opportunities for Careers Leaders, Enterprise Advisers, Enterprise Coordinators and others is	
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The Network and the Careers Hubs have linked schools and colleges to employers and other external partners in their local area and across a wider region. This section will explore the nature and outcomes of relationships between schools, their business communities, and the stakeholders involved, as well as the learning around what helped to foster strong, effective networks, and what has been a barrier.

The Network has succeeded in creating connections between schools and local businesses. In August 2020, 3289 Enterprise Advisers had been matched with a school or college, and there were 3865 schools and colleges that were part of the Network. These matches happened in a timely way; in both 2019 and 2020 the majority (65% in 2019, 69% in 2020) of Enterprise Advisers surveyed were matched with their first school or college within one month of signing up, and over 80% were matched within three months²⁹. Enterprise Advisers were most often connected to Careers Leaders within schools, but they were also connected to senior leadership teams; many Enterprise Advisers engaged with senior leaders once or twice a term

(as reported by Enterprise Adviser survey respondents in 2020)³⁰. In 2020, 93% of Enterprise Coordinators reported that supporting Careers Leaders in schools and colleges was a central part of their role, with over two thirds of Enterprise Coordinators engaging with Careers Leaders on a weekly basis³¹. Many Enterprise Advisers focused their time on delivering careers activities to students (61%), advising on careers programmes (58%) and supporting Careers Leaders to evaluate careers programmes (59%)³².



Enterprise Advisers often linked schools to the wider business community by drawing on their own networks and contacts. Over half of the Enterprise



Adviser survey respondents in 2020 said they had connected the school or college to other local employers³³. Enterprise Adviser consultees reported inviting business leaders from their network into schools to take part in practical activities such as mock interviews. This



worked well where Enterprise Advisers are well connected. For example, an Enterprise

invite members to events with the school. Others with smaller networks drew on alternative methods of engaging business leaders, such as putting out notices in local papers inviting businesses to participate.

The Network and Careers Hubs have resulted in an increase in the number of employers with whom schools and colleges engage. In 2020, 73% of schools and colleges in the Network reported engaging with additional employers to support their careers plans since joining. Of these, over half had engaged with up to five additional employers, over one fifth had engaged with six to ten additional employers, and a further 15% had engaged with more than ten new employers since joining the Network or Careers Hub.³⁴

As a result, many young people have had encounters with the Enterprise Advisers or other wider network or elsewhere. The

Enterprise Advisers consulted in 2019 and 2020 believed that young people received more employer encounters as a result of being part of the Network.

Careers Hubs built on the foundation of local connections fostered by the Network. They have strengthened the network by creating a web of links that connect strategic stakeholders in Local Enterprise Partnerships and Local Authorities with the operational level of stakeholders including Careers Leaders and Enterprise Coordinators. In some areas, they have also joined up operational activities for example, one Enterprise Adviser in 2019 stated that before becoming a Careers Hub, Enterprise Coordinators were working in silos, but since creating the Hub they had worked



the area and is forward thinking so that they learn and share insights from labour market information and insights from their LEP area.

LEP representation in Careers Hubs has benefits in addition to sharing labour market information. LEPs also have strong links to other organisations in the local community (including businesses) with which Careers Hub members can build effective relationships.

Local Authority involvement is important, as many networks involving schools and colleges are facilitated by local authorities and they, with their LEP colleagues have been able to capture competitive or discretionary government funds that brings resources to complement those of The Company. Hub Leads mentioned various funding sources including those associated with Opportunity Areas and European Social Funds for example.

Working with LEP areas and Local Authorities is not always straightforward, however, and Hub Leads noted that they faced challenges with agreeing priorities, establishing shared agendas and capturing sufficient resources to deliver key priorities.

Challenges were also evident in developing a strong network of Cornerstone Employers and many of the Hub Leads consulted in 2020 said they had not yet begun to work with, or effectively utilise, Cornerstone Employers. Most of the Hub Leads consulted stated that it took

what exactly they would do and how it would be different from an Enterprise Adviser role. Nonetheless, there have been success stories and a number of Hub Lead consultees reported that have helped to increase connections between employers and schools in some Hubs (see Case Study summary below and Annex C). They have done this by running internal campaigns to recruit additional Enterprise Advisers and drawing on their existing networks or planning other strategies to engage a wider range of employers. Cornerstone Employers have sometimes been responsible for direct student-to-employer encounters by planning and running events themselves. ..



The goal of oppor and oppor deliver this goal varies, but the intention is that

Each Careers Hub has been recruiting Cornerstone Employers and some areas have already recruited 10 or more. This case study provides an overview of the ways in which Careers Hubs have worked with their Cornerstone Employers.

Cornerstone Employers have proved to be

. Drawing on their existing networks has enabled Cornerstone Employers to share advice and inspiration to employers who might be interested in getting involved with schools and colleges, resulting in an

(thus supporting Gatsby

Benchmark 5) and

(e.g. as Enterprise Advisers).

Cornerstone Employers invest their own resources and expertise to support the Careers Hub. Cornerstone Employers tend to be larger businesses or employers in their area. They can be from public or private sectors and often represent sectors that are significant in their local economy. Their resources include their staff, facilities, expertise, networks, financial resources, and their energy.

Cornerstone Employers have

, including by hosting/supporting Careers Hub events, delivering projects, and delivering/supporting virtual work experience programmes.

Cornerstone Employers , working together across a local area to support schools and colleges to improve progress towards the Gatsby Benchmarks and sharing best practice and resources with each other, increasing their capacity and reach in supporting schools and colleges.



The work of the Network and the Careers Hubs has raised the profile of career guidance within schools and colleges. Over half of the Careers Leaders surveyed in 2020 believed that since being involved in the Network or Careers Hub, the senior leadership team were more engaged with the careers programme³⁶. Furthermore, consulted Careers Leaders felt their role was more valued within their schools. This appears to have happened through the following mechanisms.

First, Careers Leaders have become more skilled through their interactions with the Network and Careers Hubs, due to the training, resources and peer support available. As reported by Hub Lead consultees, those who are part of a Careers Hub benefitted especially, due to the more intensive funding and networking opportunities available. Being more skilled, the Careers Leaders were more able to take good ideas and strategies to senior leadership and justify any proposed changes. This has helped to make career guidance a more central feature within these schools.

Second, Careers Leader consultees involved with the Network or Careers Hubs reported having more confidence. They said they felt more empowered to raise the career guidance agenda with their senior leadership teams, as they were more confident in their own abilities due to their improved skills, and because they felt they had the backing of the Enterprise Coordinator, their Careers Hub (if a member), and peers in their wider network.



Third, being a part of the Network, or having the title of being a Careers Hub school or college, was said to have given a sense of esteem. There was a pride that came with being part of a national,



government-recognised initiative, and this was reported to have added significance to career guidance provision within the education facility. This has helped raise the profile of careers in schools and colleges.

As a result of the rising profile of career guidance, consulted Careers Leaders felt their role was more valued within their place of work and in the wider education landscape. They reported that this motivated them to engage with the Network or Careers Hubs and promote careers within their school or college further. This is significant for enactment of government policy. The profile of career guidance in schools and colleges has been raised by the statutory duties described in the government Careers Strategy and accompanying guidance. The

³⁶ School and College survey 2020. 18% strongly agreed and 39% agreed that the senior leadership team are more engaged with the careers programme.



difference that the Network and the Hubs (facilitated by The Careers & Enterprise Company) made is that they helped schools and colleges to visualise *how* they will enact those duties. The Networks and Hubs therefore raised



The Gatsby Benchmarks have given schools clear goals to work towards, and Compass has provided a way to measure their progress towards each of the goals. Enterprise Advisers and Careers Leaders often use the Gatsby Benchmarks to structure and inform the discussions. Careers plans are reviewed against the Gatsby Benchmarks, and where gaps are identified, the careers plan is modified to ensure the gap in provision is addressed. This results in the careers programmes becoming more strategic.

Careers Hub meetings which were discussed as evidence of good practice were those which were structured around the Gatsby Benchmarks. As one example, in one Wave 1 Careers Hub in 2019, the action plans developed for schools were organised by Gatsby Benchmark. Careers Leaders would bring these plans with them to Careers Hub meetings and would work through them with their peers. In another Wave 1 Hub (also in 2019), the Hub Lead went through the Gatsby Benchmarks with schools once every half term, monitored their progress towards them, and offered advice to the school and the Enterprise Adviser on the careers programme.

Ultimately the work of schools and colleges towards implementing the benchmarks is undertaken for the benefit of their students. The diverse nature of the work done, the type of monitoring data in place and the relatively short length of time since schools engaged in the Network and in Hubs means that it has not been possible to systematically track through individual school and college logic chains from better planning and delivery through to more



Network a work, either a lot or a little. This was in terms of both encounters with employers and experiences of workplaces³⁸.

Some consulted Enterprise Coordinators believed that, through the Network and Careers Hubs, young people experienced a wider range of sectors. This offered them better knowledge about different industries and greater understanding of different careers opportunities. It also allowed young people to start building their networks in the business world. Some said that employers were now more aware of the skills base of local young people, and saw them as a talent pool from which they could hire. According to Enterprise Coordinator consultees, the opportunities being made available to the more disadvantaged young people has helped to improve social mobility.

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Young people with SEND often face additional challenges gaining work experience, preparing for, and entering the labour market and can benefit from additional and specific support. I



Establishing individuals in all roles who are committed, flexible and responsive in their work and can be role models for others.

Buy-in from senior leadership teams in schools and colleges empowers Careers Leaders, shows Enterprise Advisers are valued and is critical in ensuring careers programmes make progress.

Local leadership from the LEPs helps set the strategic direction of the Careers Hubs (where they are involved) and can align the careers agenda with wider employment and skills priorities.

Support and resources available from The Company through Regional Leads for Hub Leads enables The Company to directly influence activity.

The existence of The Company, the Network and Careers Hubs enhances the profile of careers locally.

Availability of digital resources, including Compass instruments, gives Careers Leaders tools to evidence their work and advocate for further support to progress towards the benchmarks.



and / or the school or college being available at the same time as the Enterprise Adviser.. In addition to this, the majority (93%) of Enterprise Advisers surveyed in 2020 were very satisfied



taking a long-term view on careers and seeing the fuller picture were observed as outcomes of the training by some Enterprise Coordinators amongst Careers Leaders in their areas.

Some Enterprise Coordinators also pointed out the benefits of Careers Leaders having time to engage in locally provided training and networking opportunities where they could build relationships with peers and support each other in what can be an isolated role within schools and colleges. As an example, one Enterprise Coordinator reported that, for newer or less confident Careers Leaders, hearing from trained and experienced Careers Leaders at these times and building relationships with them, was extremely helpful.

Hub Leads as strategic rather than operational roles were well placed to drive the progress of the Careers Hub Hub Lead roles varied in their balance between strategic and operational delivery between areas. Where Hub Leads felt they could add value was in providing the strategic oversight on the Careers Hub activities by having a greater understanding of the work of other Careers Hubs, the local careers landscape and building relationships between local stakeholders. Hub Leads without the responsibilities for direct engagement with schools and colleges have time to engage with and share best practice and organise opportunities for the Careers Hub team and the wider Careers Leaders group to benefit from.



During the first year of Wave 1 Career Hubs the role of Lead Schools and Colleges in Careers Hubs was emerging, and it was thought that they offered the potential to be a key enabler of better careers provision in schools and colleges ⁴⁵ . This case study explores



Being based within the LEP or Local Authority structures was also identified as enabling access to development and training opportunities for the delivery team (Hub Leads and Enterprise Coordinators) as well as for governors and headteachers. This is another way in which the importance of careers can be highlighted and allows for aligned messaging to be delivered across different local forums.

Key individuals act as ambassadors for careers and the Network and Careers Hub models locally, making links and raising the profile of careers across the system. As this is done informally, the individuals who take on this role were seen to vary, but key factors amongst these individuals seemed to be a passion for and buy-in to the importance of careers for the local area, having a strong local network and an engaging way of communicating their enthusiasm with different stakeholder groups. Individuals were also important in local leadership in order to build trust across the careers landscape, particularly as stakeholders might

In multiple areas, the Chief Executive of the LEP area was identified as being a key ambassador due to their buy-in to the initiative. In one case, the CEO of the LEP volunteered as an Enterprise Adviser area and

alignment with strategic priorities (Hub Lead, 2020). In another local area, the Head of Skills

make links and raise the profile of work within the LEP area.

Within Careers Hubs, Hub Leads were also seen to take on this local ambassador role, with Hub Leads

2019). This was seen to result in increased buy-in from, and raised the profile of, careers within Local Authorities. It also resulted in links into wider strategic partnerships (such as STEM networks or CITB), the ability to align work with these groups, and enabled progression of conversations across stakeholder groups through leadership. Having a strong understanding of the local landscape and partnership working allowed Hub Leads to map the Careers Hub work against wider agendas across the LEP area, Local Authorities and partner boards. Certain, particularly strong Enterprise Coordinators might also take on aspects of this role, by networking online (through Twitter and LinkedIn) and in person through professional and personal circles.

Careers Hubs have increased cooperation and buy-in locally. Collaborative networks which were said to have existed in the past between schools in relation to careers have been reestablished, meaning Careers Leaders felt they were no longer working in silos and instead felt connected and had a sense of belonging. Careers Hubs facilitated Careers Leaders meeting as groups of peers and enabled ownership through co-production and co-leadership (alongside the delivery teams). Careers Leaders shared resources developed for their own schools with each other, as well as Hub Leads providing signposting to high-quality resources available.



"...This is despite the fact that we are competing for [the same] students as our catchment areas overlap but we focus on the careers and the needs of young people and students and we thankfully leave that at the door." Careers Leader, 2019

Not only do Careers Hubs bring Careers Leaders together, they also can bring together public authorities, private businesses, education providers and voluntary, community and social enterprises to work together on local priorities. One Enterprise Coordinator (2019) reported that this was dependent on good relationships between schools, Enterprise Advisers, Enterprise Coordinators, Hub Leads, LEPs and other local bodies, and the organisation and oversight from The Company, which provided digital technology and resources, helped schools co-ordinate efficiently and effectively and supported the local careers landscape to be more organised.

However, there were challenges in relation to local leadership:

from LEPs, Local Authorities or Combined Authorities can pose challenges to setting the strategic direction, providing resources, training and strategic support, and aligning activity and messaging. LEPs vary significantly in size; where LEPs are small, capacity can be a barrier to providing strong local leadership.

Enterprise Coordinators can be employed by different organisations (for instance, where Enterprise Coordinators are employed by each of the Local Authorities across a Network area) or on a matrix management basis, which causes logistical challenges of having different operating systems and accountable bodies and some duplication of activity. However, having clear strategic direction which aligns all parties (e.g. from the LEP) can help to tackle this issue.

was reported as a minor issue of working within LEP and Local Authority systems, for instance by causing delays to receiving funding when the Network was established. However, it appeared that over time, this had become more manageable, perhaps as Network and Careers Hub teams had become more familiar with systems and the benefits of sitting within local structures and being able to align with multiple agendas.

had caused

challenges for certain areas. For instance, where there were gaps in provision between changes to contracts, this had affected Enterprise Coordinator capacity and subsequently Enterprise Adviser and Careers Leader support. Ensuring effective plans were in place for managing any necessary transition periods between The Company and local leadership could help to provide stability at a local level and sustain good practice being delivered on the ground.



The Company plays a central role in providing key resources which support the Networks and Careers Hubs to work effectively, informed by its regional and national overview. Resources which make a difference in effectiveness and delivering impact include the Regional Lead role, Compass and Compass+, resources and research developed and shared by The Company and virtual wallets⁴⁶.

Regional Leads are seen as supportive, helpful and beneficial to the Hub Lead role based on consultations with Hub Leads in 2019 and 2020. The value of this role came from providing guidance on the national position, national resources and a wider expertise, balanced alongside a regional perspective and understanding of how to align this with local messaging. Additionally, Regional Leads facilitated a professional network between Hub Leads across the region in order to share learning and experiences. Hub Leads appreciated this role providing





Enterprise Advisers). This could also accelerate progress through wider and more efficient sharing of best practice nationally across the whole system. An online resource directory has been launched by The Company in September 2020.

Virtual wallets were reported to work well where Enterprise Coordinators played an active role in the process, for example by hosting events for Careers Leaders to meet providers and understand the offers, followed by individual conversations between Enterprise Coordinators and Careers Leaders to discuss which options would fill in Compass gaps and provide long-term sustainability. However, the sustainability of virtual wallets in making progress towards



Careers practitioners have been using digital technologies to support their work for many years and the Network and Careers Hubs have always sought to optimise school and college use of digital resources. Digital technologies can be used for a range of different purposes to support good career guidance. This includes digital data management tools. The use of Compass and COMPASS+ to capture school and pupil level data has been part of The delivery mission for some time, to ensure evidence-informed careers planning. These digital tools provide data-driven intelligence to identify gaps and plan personalised career guidance. Nationally, The Company use Compass data to design training and masterclasses to address gaps and drive improvements. Hubs have been at the forefront of adopting Compass+ and have continued to bring schools onboard from September 2019 and through summer 2020.

COVID-19 has encouraged practitioners to rethink how they use digital resources as part of their careers plans, how to tailor them to new circumstances and how to adapt to new ways of communication. These new circumstances have created difficulties, but they have also accelerated some positive behaviour changes.

has included webinars and videos of employer-led content shared with students; virtual work experience or internships; virtual workplaces tours followed by Q&A sessions; virtual employability skills workshops; and virtual taster days for Further / Higher Education institutions. The Network and Hubs have been helping to to enable schools and colleges to find

resources that help them deliver their priorities.

Digital tools have been used to communicate within schools and colleges, between schools and wider networks and as part of peer learning or professional development groups, and has reduced the need for travel, particularly in rural or larger areas. It is



Future growth of the Network and Hubs is planned for 2020/21. All schools and colleges in England have been offered a place in the Network and a third wave of Careers Hubs extended H



establishments signed up to the Network in July 2020, 22% were not yet matched to an Enterprise Adviser⁵⁰. Even where a match is made, there will be cases where the school /

this was monitored and that institutions and Enterprise Advisers were re-matched in such circumstances. Access to the other benefits which the Network and Careers Hub model provide, including sharing of best practice amongst careers professionals, accredited training and high quality resources, should be available to all schools and colleges. The expansion of the Network will support this, and The Company should continue to engage with LEP areas to ensure that as many young people as possible, and particularly those from disadvantaged backgrounds, benefit from the offer.

Careers Hubs and Networks require dedicated resource to manage relationships and onboard new stakeholders in order to function. Within Networks, Enterprise Coordinators were funded by The Company to recruit Enterprise Advisers and link them to professionals within school and college settings. As set out in Chapter Two, this is a skilled and involved role.





one dominant industry, which may make it harder to expose young people to a range of diverse industrial sectors.

This may affect their ability to engage in the Network and Careers Hubs. Indeed, 91% of Careers Leaders surveyed in 2020 said that COVID-19 is likely to have a negative effect on encounters with employers and employees for young people in the summer term. The full impact of the pandemic on the Network and Careers Hubs is yet to be seen.

Policy backing for the Careers Hub model was delivered in the 2019 Augar review, which recommended:

"The careers strategy should be rolled out nate yso that everysec arysch part of a Careers Hub, that training is available to all Careers Leaders and that more young people have access tningful A reers acte at denc ters wit 53 loys."

Lisable

Funding for Wave 3 Careers Hubs is evidence of government support for the model and recognition of the successes which Careers Hubs have delivered through the first two years of operation and development.

Support for the wider work of The Company and the Network is evident in findings from an Edge Foundation survey conducted in August 2020⁵⁴. This emphasised the importance of education being relevant to the real world and focused on giving young people the tools and skills they will need in their career. A call for education to be inspired by real world issues and civic engagement was voiced by young people, parents/ carers and teachers alike.

Furthermore, an inquiry conducted by the All-Party Parliamentary Group for Youth Employment⁵⁵



employment was recommended which should incorporate the is leading to provide a strategic link between employers and educators.

any

Despite strong policy backing for careers and enterprise provision in schools (and the expansion of the Network and Careers Hub models), schools and colleges continue to face significant challenges in providing high quality careers provision. Resources are constrained in the education sector and there is no ring-fenced careers fund for schools and colleges. Consequently, according to a 2019 Careers England survey, only 10% of headteachers and careers professionals reported that they had adequate funding⁵⁶. This is of heightened importance given the impact of COVID-19, with the economic and educational impact having the potential to cause long-term damage to the career (and life) prospects of young people and widen social inequalities. Furthermore, challenges with employer engagement are likely to be posed due to the economic pressures caused by COVID-19 but also the limitations of support and delivery due to social distancing.

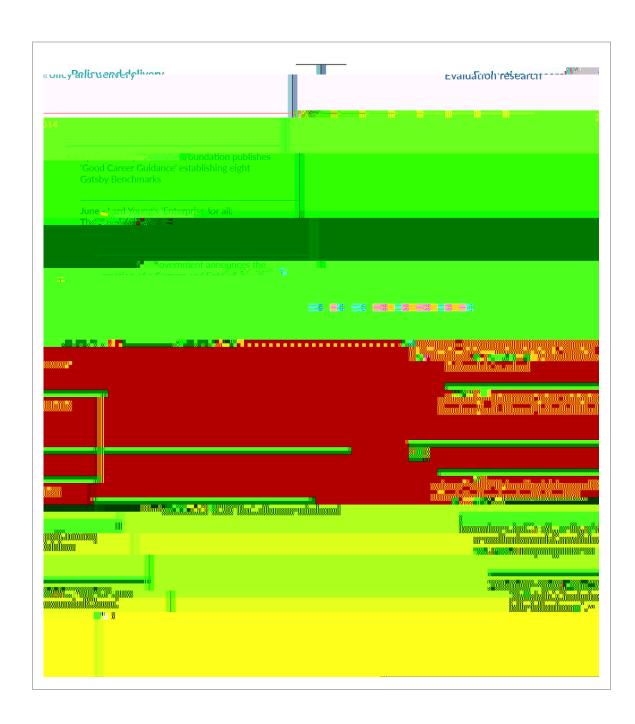
However, there are many opportunities arising, partly in response to the social and economic implications of COVID-19. The profile of careers and enterprise education and understanding of its importance to the future workforce is rising within the education sector and more widely, which provides an opportunity to galvanise support for young people and their futures through the Network and Careers Hub model. Positivity and support for the careers agenda in the school workforce, including at a senior leadership level, is evident, as evident in surveys conducted through this research. Ninety two percent of Careers Leaders reported



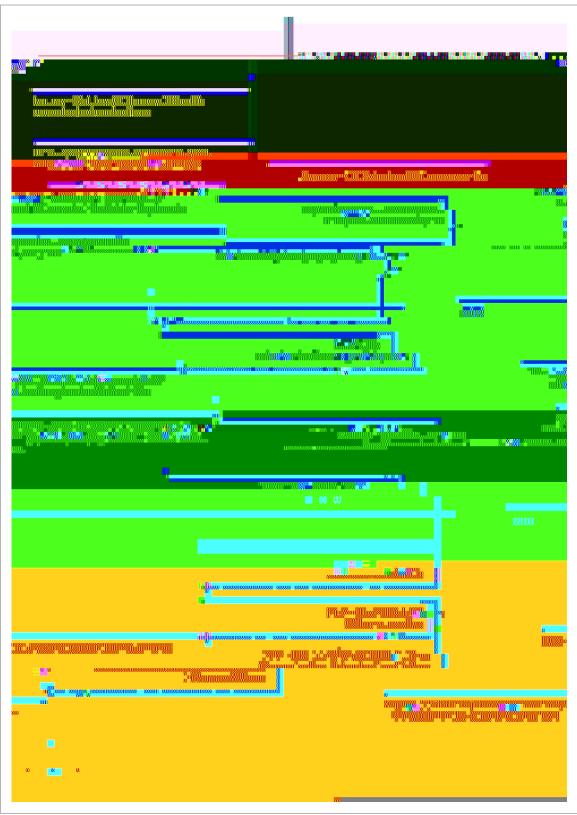
churn in the sector and having a well-trained, networked and valued Careers Leader community must continue to remain a priority.

The resources The Company provides the Network are valued and well-embedded and plans for the continued development of these are already in place, which must continue. By August 2020, 86% of state-funded establishments had engaged with Compass since its establishment (and 77% in the last academic year 2019/20). Over 1,000 schools/colleges have now upgraded to Compass+, demonstrating the shift towards using student level data to address needs and measure impact and the demand for this evaluative tool to support this. Continuing to use data intelligently, and supporting schools and colleges in order to do so through the Network and Careers Hub, will need to remain a priority focus for The Company. Destinations data remains a particular challenge, with The Company commissioning a project to map the challenges and good practice around destinations data sharing between schools, colleges and local authorities across England.⁵⁹ The growth of the Cornerstone Employer initiative will









Source: The Careers & Enterprise Company, 2020



have been generated, analysed and anonymised by SQW and then used by The Careers & Enterprise Company to generate reports.

The SQW project team took part in a series of moderation meetings to discuss the emerging findings from the fieldwork and surveys and provided updates to The Careers & Enterprise Company.

Table B-1 sets out the initial research questions which were developed through the scoping consultations and were used to inform the research tool design process over the three-year period.

	I.	ı	
Schools and colleges	What were their expectations of the Network? To what extent are these being met?	Interviews Careers Leaders	
	How satisfied are CLs with their EA? What is going well / less well?	Survey Careers Leaders	
Enterprise Advisers	What were their expectations of the support, resources and services they would have access to as volunteers?	Interviews Enterprise Advisers	
	Are they satisfied with their relationship with the school / college they have been matched to, including the level and timing of school engagement?	Survey Enterprise Advisers	
	Are there any frustrations?		
	Do they think it is a worthwhile experience? What have been the main benefits to them from the experience?		
	Would they recommend it and, if so, how would they sell it to others?		
	For those who have left (especially within the first year) what were the reasons? Was this due to other commitments or were they unsatisfied with the experience?		
LEPs	What additional support and exposure to the Network and wider Company might be appreciated?	Interviews LEPs	
	How to ensure local tailoring of the Network given the size of geographical areas that LEPs cover?		
	How is working		



	To what extent is the Network contributing to their priorities?	
DfE	How do they find working with The Company as a delivery partner?	Interviews



How does the progress of schools and colleges in Hubs compare to (<u>similar</u>)schools/colleges outside of Hubs? (To compare like with like, take start point into account and take July 18 as the baseline.)	CEC Monitoring Data
How do Hubs support individual Gatsby BM improvement, including collecting and using destinations data and employer encounters?	Interviews Hub Leads; Enterprise Coordinators
What are the success factors for Hubs?	Interviews Hub Leads; Enterprise Coordinators
What are the characteristics associated with the better and worse performing Hubs?	ŒCMonitoring Data
Are Hubs more beneficial for poorer performing / more challenged schools/colleges?	ŒCMonitoring Data
Is the investment in training Careers Leaders a route for Hubs achieving success?	Interviews Hub Leads; Careers Leaders; Enterprise Coordinators
What are the governance structures of successful Hubs and how do these lead to success?	Interviews Hub Leads; Enterprise Coordinators

Are there models or elements of practice that are le 532.03 Tm0 g13!



How many of the 710 schools and colleges have actively engaged with the Hubs?	CEC Monitoring Data
What is the take-up of CL training?	Interviews Careers Leaders Survey Careers Leaders

Source: SQW EAN/Hub Research Tools report June 2019





Additional quantitative data was sourced by The Careers & Enterprise Company and used by SQW inform the research.



Being in a Hub was also found to be independently associated with higher benchmark scores in multi-



common themes and reveal any emerging relationships in the data thereby helping to

based around the core research questions outlined above in Table B-1 and Table B-2.

After the analysis periods, the SQW project team held moderation meetings to review the findings. Report structures were developed based on the research questions and emerging themes and agreed with The Careers & Enterprise Company.



Key Stakeholders	April May 2018	Interviewees were nominated by The Careers & Enterprise Company following criteria set by SQW. They included delivery staff at The Careers & Enterprise Company and two members of one LEP area.	8	Responses were used to inform the research tools design and findings were published in the Scoping Paper (Nov 2018)
Enterprise Advisers	10 June to 19 July 2019	From the 2018 EA survey, 362 Advisers provided an email address expressing willingness to be contacted for further research. A shortlist sample of 50 were selected (aiming for 20 completed interviews), based on the following criteria: Each interviewee from a different LEP area Each interviewee spent at least one hour per		

		Interviewees in 2020 were not interviewed in 2019 Interviewees were not sa London work Each interviewee from a different LEP areas		studies (September 2020).
Hub Leads	June to July 2020	All Hub Leads from Wave 1 and Wave 2.	40	Responses were analysed in MaxQDA and informed the final report and thematic case studies (September 2020).

Source: SQW



Training is designed around resource design or sharing. The generosity of colleagues and peers in sharing practical resources such as templates and policies was frequently mentioned in consultation.

Schools who are performing well against benchmarks or who have had a specific success share learning with other local schools at meetings. In some Hubs regular virtual workshops have been set up under lockdown, which often focus on a particular Gatsby Benchmark.

Communities of Practice of schools and colleges, in the



In some areas



Employer engagement in careers guidance has always been at the heart of the work of the Enterprise Adviser Network and Careers Hubs. Thousands of employers and employees volunteer every year to offer their insights to help schools, colleges and young people as Enterprise Advisers and through engagement activities. Cornerstone Employers are employers who can commit to a more significant role within either a Hub or an Opportuni

people in an area have the opportunities they need to be prepared and inspired for the but the

intention is that they should all work strategically with Hubs to support schools and colleges to meet Gatsby Benchmarks, encourage other employers to get involved in the Hub, and work with other Cornerstone Employers to develop a local strategy and share best practice. Each Hub has been recruiting Cornerstone Employers and some areas have already recruited 10 or more; as of September 2020, there are over 230 Cornerstone Employers nationally, representing a range of business sizes and industry sectors. The four key themes that Cornerstone Employers are asked to tackle are:

Reach: more business connections with education

Targeting: employers ensuring no young person is left behind

Quality: innovative and meaningful encounters

Sustainability: supporting employers to engage effectively with education.

This case study provides an overview of the ways in which Hubs have worked with their Cornerstone Employers. It draws on examples of where they have used their networks to support the Hub; where they have invested their own resources; and how they coordinate their activity to help deliver Hub priorities. It is intended for use by Hub Leads and Enterprise Coordinators who work, or plan to work, with Cornerstone Employers.



Company to convey their expertise and knowledge of working with schools and colleges.

Drawing on their existing networks has enabled Cornerstone Employers to share advice and inspiration to employers who might be interested in getting involved with schools and colleges, and as a result, have

(thus supporting Gatsby Benchmark 5) and have successfully encouraged individuals to commit their time and expertise to schools and colleges in a greater capacity, for example as Enterprise Advisers.

Cornerstone Employers tend to be larger businesses or employers in their area. They can be from public or private sectors and often represent sectors that are significant in their local economy.



Hubs have used the expertise of their Cornerstone Employers to
. Cornerstone
Employers have worked with individual schools and colleges to develop resources that
can be shared across the Hub network, or to deliver CPD to teachers, some of which has
Cornerstone Employers have delivered, or have supported the delivery of, careers provision in schools and colleges. Key examples to illustrate, which have supported employer
The deficiency and conference to made ato, which have supported omproyor





Promote the Cornerstone Employer brand to enable buy in and engagement and encourage commitment from employers.





There are two SEND-only Hubs (both Wave 2), made up of special schools only.

Some Hubs have established working groups focusing on SEND provision in special schools and mainstream schools.

Around 75 Enterprise Coordinators have been trained in provision for SEND across the Network and Hub models (this has grown rapidly over the last six months); some of these will work only with special schools while others will incorporate SEND work with their other responsibilities.

Across these structures, key individuals in Networks and Hubs are tasked with reviewing how



Building on personal experiences and skills as some Enterprise Advisers who request to be matched with a special school often have a personal reason for doing this. One Enterprise Adviser, with an autistic adult son,

was aware of the employment bar reY0 0 1 108.74 / Artifact 1-9()-t c 87100 g0 8(0 1 9164.46 Tm0 g0 G



 Use the curriculum and processes already in place to incorporate careers provision for young people to align career learning with their curriculum and wider goals

Engage with employers prior to any careers delivery to manage expectations and ensure quality; target appropriate employers for young people of all abilities; and create opportunities for young people to showcase their potential at events and through media

Recruit specialist Enterprise Coordinators and Enterprise Advisers with experience and knowledge of SEND provision

Work with other networks to bring in and train Enterprise Advisers to support SEND provision

Talk with parents / carers so they understand and support opportunities for their children.



Some Careers Hubs pick Lead Schools and Colleges who are experienced in careers and

Lead Schools and Colleges were said to help share expertise among the Hub members. With examples of best practice, these included:

. For example, one Hub Lead stated that their Lead School had engaged their alumni to develop posters about their career paths and destinations. They used a proforma which automatically prepopulated a poster based on a Google Form, supporting Benchmark 364. This provided young people in the school with a greater understanding of potential career pathways. This resource was shared with other Hub schools to use.

. Prior to the launch of the Hub, one Lead School established a parent / carer forum



both within Hub schools and across different educational groups.

Lead Schools and Colleges sometimes take a greater operational role in the Careers Hub, with Lead Schools and Colleges acting as a conduit for communication between the Hub Lead and Hub schools. Careers Hubs often use this model when there is a clustered Hub model.

Careers Hubs draw on the networks of Lead Schools and Colleges to support Hub Leads to develop new relationships and grow the Hub network more rapidly than would otherwise be the case.

Many Careers Hubs have their Lead Schools and Colleges represented on their Hub Steering Group. Lead Schools provide a different perspective and challenge and ensure that the needs of all Hub schools are taken into consideration. Other roles are given to Lead Schools and Colleges based on

the requirements of the Hub, for example, management of the Central Hub Fund, or organising and facilitating Hub meetings.

• Tailor the role of the Lead School to the needs of the Hub. If there is more than one Lead School or College, their roles can be defined differently; they do not have to operate in the same way, and the Lead role can be moved between institutions.

Clearly communicate the role of the Lead School(s) or College(s), both to the seleo 1 1 reectslop143cletg1 G < 0208 \ 96(s) - 4() - 40(m)2i operate in Schoo o 40.





Careers resources for use by employers and careers professionals with young people: these have included the availability of local labour market information, events, rces

Virtual delivery of careers content for young people, and creating virtual links between employers and young people



Some Hubs have





conferencing will continue to be used in future to support the business of the Network; at least in a blended model.

Digital technology and virtual provision will continue to be relevant in a post-COVID-19 context. Stakeholders should work to position themselves to capitalise on the emerging opportunities for careers provision by:

Harnessing the planning potential of Compass+ to plan, personalise and report career guidance activity

Curating and managing digital resources and opportunities



SQW and Oxford Innovation are part of SQW Group.

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SQW is a leading provider of research, analysis and advice on sustainable economic and social development for public, private and voluntary sector organisations across the UK and internationally. Core services include appraisal, economic impact assessment, and evaluation; demand assessment, feasibility and business planning; economic, social and environmental research and analysis; organisation and partnership development; policy development, strategy, and action planning. In 2019, BBP Regeneration became part of SQW, bringing to the business a RICS-accredited land and property team.

Oxford Innovation is a leading operator of business and innovation centres that provide office and laboratory space to companies throughout the UK. The company also provides innovation services to entrepreneurs, including business planning advice, coaching and mentoring. Oxford Innovation also manages investment networks that link