

## **Leading and managing career learning in schools**

**-a series of briefings for schools using professionals other than teachers.**

### **Briefing 2: Effective management arrangements for careers education and guidance (CEG) in schools**

This briefing will help and inform: school senior managers and leaders

In recent years there has been a significant increase in the number of individuals from professional backgrounds other than teaching who have been appointed to the role of careers co-ordinator in schools, partly as a result of workforce remodelling. These appointments bring advantages but also present challenges. This briefing is one of a series published by Connexions Milton Keynes, Oxfordshire and Buckinghamshire (Connexions MKOB) to support careers co-ordinators themselves, their managers and others who support their work, with enabling these new arrangements to work effectively. The briefings have been specifically written for use in Oxfordshire. There are five titles in the series:

#### **1. Introduction to careers education and guidance (CEG) and the role of careers co-ordinator in schools**

*Addressed to careers co-ordinators, school senior leaders, and Connexions personal advisers working with schools*

#### **2. Effective management arrangements for careers education and guidance (CEG) in schools**

*Addressed to school senior leaders, particularly those who line manage careers co-ordinators*

#### **3. Taking on the role of careers co-ordinator from a position other than teaching**

*Addressed to 'non-teachers' in the role of careers co-ordinator*

#### **4. Understanding schools**

*Addressed to 'non-teachers' who come into the role of careers co-ordinator from positions outside schools and to Connexions personal advisers*

#### **5. Supporting 'non-teachers' as careers co-ordinators**

*Addressed to careers co-ordinators and their senior managers – provides information on the sources of support for CEG and careers co-ordinators available within Oxfordshire.*

### **Contents**

This briefing discusses the advantages and challenges of appointing people from backgrounds other than teaching to the role of careers co-ordinator and offers advice on actions school senior leaders can take to make the management arrangement work effectively. It also provides details of sources of further information and support and concludes with a checklist of questions for school senior leaders to consider when planning to appoint a non-teacher to the role. Readers of this briefing are advised to read *briefing one* in the series first.

# Appointing 'non-teachers' to the role of careers co-ordinator in schools – what to consider

Appointing to the role of careers co-ordinator an individual from a professional background other than teaching brings several benefits: it can also present challenges.

Some of the **advantages** you will gain if you appoint a 'non-teacher' to the role are derived from the fact that the careers co-ordinator is not constrained by a subject teaching commitment: advantages also come from the individual's own professional experience and expertise.

## *1. Time*

The 'non-teacher' will have not only more time to devote to the role of leading and managing careers education and guidance (CEG) but also the flexibility to respond to the needs of young people, other members of staff and external partners, such as personal advisers and employers, at the most appropriate times. Appointing someone other than a teacher for a number of hours a week will probably cost more than giving a subject teacher one or two additional non-teaching periods plus a responsibility allowance but, because the individual can devote more time to the job, the arrangement can provide better value for money.

## *2. Principal responsibility*

For a 'non-teacher' the role of careers co-ordinator is likely to be their sole, or primary, responsibility and so they are able to find more energy and motivation for the work than a subject teacher who has the competing demands of a heavy teaching load.

## *3. Less disruption to teaching and learning*

'Non-teachers' can be released to attend courses, conferences and meetings with external partners during the school day with no disruption to students' learning and without the school incurring supply cover costs..

## *4. Knowledge and skills from previous professional roles*

The 'non-teachers' coming into the role of careers co-ordinator come from a range of professional backgrounds, with experience and expertise relevant to their new job. Librarians/heads of resources, for example, bring all their experience of guiding learners to appropriate resources and their expertise in teaching information skills; former careers advisers bring their extensive knowledge of CEG; LSAs bring their skills of working with individuals and small groups.

With the advantages also come **challenges**. This does not mean that you should not appoint people other than teachers to the role but there are issues you will need to face when making such appointments.

## *1. Leading and managing careers education*

The role of careers co-ordinator includes curriculum leadership for careers education, a statutory subject in the school curriculum from Year 7 to Year 11. Careers co-ordinators who are not qualified teachers often lack the knowledge and confidence to plan careers education lessons, brief teachers of careers education and monitor teaching and learning in careers education.

## *2. Attitude of some teachers*

Some teachers respond inappropriately to having their work directed by someone other than a teacher.

## *3. Lack of knowledge and understanding of schools*

Schools, like any other workplaces, have their unique terminology and systems which will be unfamiliar to people coming into roles from outside education.

## Overcoming the challenges

All of the challenges identified above can be overcome, with appropriate action from school senior leaders and managers.

### **Specifying the role**

The first step in establishing successful management arrangements for CEG is to have in place a clear role specification/job description. Briefing one in this series sets out the tasks involved in the role. You may decide to include all the tasks in a single role of careers coordinator. However, a few schools have overcome the challenge of the non-teachers' lack of experience in curriculum planning by removing the tasks concerned with planning, teaching and monitoring careers education lessons from the role specification. These are then given to a teacher such as the PSHE or work-related learning co-ordinator. Others have kept these tasks within in the role description for the careers co-ordinator and have arranged for appropriate support and professional development to enable the individual to gain confidence in those parts of the job.

### **Recruiting to the role and induction**

Some of these appointments have been internal to the school (e.g. librarians, LSAs, careers administrators), some have been from agencies working with the school (e.g. Connexions personal advisers) and others have been from outside education. You will want to plan a programme of induction for any new member of staff, but this will be a particularly priority for individuals who are appointed from outside the school system.

### **Management structures**

The next decision is where to place the careers co-ordinator within the management structures of the school. More and more schools are developing integrated approaches to those areas of the curriculum concerned with young people's personal development (i.e. CEG, PSHE, work-related learning, citizenship) and there are significant advantages in placing the 'non-teacher' careers co-ordinator within a 'personal development' team or department/faculty.

### **Professional development**

No-one trains initially in CEG so anyone coming into the role of careers co-ordinator, whether a teacher or not, needs professional development and training for the role. For 'non-teachers' this needs to include not only training in CEG and middle leadership but also training in writing schemes of work and preparing lessons. Briefing five gives details of the support available in Oxfordshire.

### **Management support**

Research shows that 'non-teachers' appointed to the role of careers co-ordinator need a significant degree of help from their line manager, particularly in the first year or so. They may need, for example, to support them in planning the scheme of work for careers education; to join them in the briefings for teachers of careers education or to help them to monitor careers education lessons. It is suggested that the assistant head or deputy head who is line managing the careers co-ordinator will need to arrange regular meetings to review progress and provide support.

Attitudes towards people other than teachers taking on middle management roles in schools are changing. We are moving from the view that 'in a school there are teachers and other staff' to one that 'there are staff, some of whom are teachers'. However, some teachers do not fully respect the role of a non-teacher as careers co-ordinator and to overcome this problem you are likely to need to give some clear messages to all staff about the careers co-ordinator's role. You may also demonstrate your support by including the careers co-ordinator in relevant staff meetings and school-based INSET sessions.

## Administrative support

Just because the careers co-ordinator is not a teacher it should not be assumed that he or she should do all their own administrative work. For reasons of efficiency it makes sense to devolve some of the more routine administrative and organisation tasks to a careers support assistant. A few schools have made the mistake of thinking that the job of co-ordinating CEG is merely an administrative role. It includes a significant amount of leadership and management tasks, particularly in relation to the planned programme of careers education in the curriculum and to managing the provision of careers guidance within a wider context of guidance and support.

## Sources of further information

Careers Co-ordinators and Workforce Remodelling (NICEC, 2005)

Directory of Professional Qualifications for Careers Education and Guidance in England (Careers Education Support Programme/ACEG, 2006)

[www.cegnet.co.uk](http://www.cegnet.co.uk) (Careers Education Support Programme)

[www.aceg.org.uk](http://www.aceg.org.uk) (Association for Careers Education and Guidance)

For further information about local support see also *briefing five* or contact Elaine Barnes on 01235 536780

## Issues to consider

1. Complete the grid that follows to identify how the tasks of leading, managing and administering CEG are to be organised in your school: enter the relevant post title or staff initials in each box.

CEG areas responsibility	Leadership and Management tasks	Administrative tasks
Advising senior leadership team on policy, priorities and resources		
Managing careers information		
Planning careers education and briefing teachers and tutors involved		
Monitoring teaching and learning in careers education		
Liaising with tutors and referring learners to personal advisers		
Managing the partnership with Connexions		
Reviewing and evaluating CEG and preparing development plan		
Reporting to senior leadership team and governors		

2. Where is the careers co-ordinator to be located in the school's management structures?
3. Who will provide line management support for the careers co-ordinator and how will this be organised in practice?
4. What induction will be planned for the careers co-ordinator?
5. What are the professional development needs of the careers co-ordinator and how will the school plan to meet these?

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