

Meeting agendas to support new Enterprise Advisers (EAs) in meetings with Senior Leadership Teams in Schools and Colleges

This is a resource to help frame the first meeting of the EA and the school's Senior Leader. The aim of the initial meetings is to establish a trusted relationship with a shared understanding of the school's priorities and the situation in the local labour market.

Prior to the first meeting

- It's useful to have reviewed the Labour Market Information provided by the Enterprise Coordinator (EC), which can supplement your own knowledge of hurdles facing employers and the local economy.
- The school website and most recent Ofsted report
- Your EC will be able to describe the school's strengths and current challenges

First meeting – initial introductions and overviews

Objective: Understanding of School's/College's Strategic Objectives

- Introductions and roles [*outcome: full understanding of roles and responsibilities*]
 - Explain your sector, employer and role, and why you've joined the programme
- A brief summary of the school (its strengths, exam results, the school ethos, attitudes and aspirations of students) [*outcome: the EA understands the context of the school's environment*]
- How would the school rate its progress towards excellence in Careers Education currently?
 - Potential questions, if they are not covered in the summary:
 - What are your school priorities/ambitions?
 - What does "good" look like for careers and enterprise in your school?
 - Does the school have a Strategic Careers Plan?
 - What do you think might be the best steps to begin to enhance your current provision and coordinate a full school engagement in this agenda?
 - What might the barriers to implementing these steps be?
 - What dedicated support is there for pupils from high need groups such as special educational needs and disabilities (SEND) and Looked After children?
 - How do you compare to other schools in this area?
 - How would you rate 'aspiration' in your school (Pre-16 and Post-16)?
- Expectations of the Enterprise Adviser Network [*outcome: sets and agrees expectations of what the network can deliver*] – note, the EC should deliver this agenda item
 - Potential questions:
 - What experience has the school had with previous Enterprise Advisers?
 - Have the wider staff, governing body and parents/carers had any involvement in careers education to date?
 - What links to businesses does the school already have?
 - Do you already have ideas of how employers can support the school, above what is already being done?
 - How much knowledge do you think your students already have about the local labour market and the skills employers will be looking for in the future?

Questions for the Careers Leader:

- As a Careers Leader, are you full-time in this role or do you have other duties too?
 - Who has senior management responsibility for careers & enterprise?
 - Who is the governor with careers & enterprise responsibility?
 - Does anyone in particular have a responsibility for employer engagement?
 - How much employer engagement already exists across curriculum subjects such as science, technology, engineering and maths (STEM)?
 - As the Careers Leader, have you accessed the free online training from The Careers & Enterprise Company, and have you registered for the funded face to face Level 6/7 Careers Leader training?
 - Where do young people travel from to attend this school?
- Overview of Compass results [*outcome: EA understands the current provision*]
 - Potential questions:
 - What stands out as the main successes or challenges?
 - What are the areas that could be addressed quickly?
 - What already happens in lessons? And in extra-curricular activities?
- Set future meeting schedule [*outcome: dates are confirmed in all diaries*]
 - Potential questions:
 - Who is your main point of contact, and how/when do they prefer to be contacted?
 - Who else should you contact, who isn't at the meeting, and who will facilitate this?
 - Are there any other activities you should attend (eg Governors' meetings)?
- Agree actions

Future meetings – choose from the following agenda points as appropriate:

Phase 1: Building a relationship and reviewing current provision

- Review compliance with statutory duties [*outcome: identification of any gaps*]
NB Statutory careers guidance asks that every school should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020.
 - Potential questions:
 - Have you published details of your careers programme to parents and pupils?
 - Is the name of the Careers Leader published on your website?
 - Do you have a published access policy statement setting out your arrangements for FE, university and apprenticeship provider access?
 - How widely shared has the Careers Strategy been?
- Establish Potential priorities for the whole programme [*outcome: agreement on whole-school areas of focus*]
 - Potential questions:
 - How is parental engagement with the careers programme currently supported?
 - How would you describe the staff knowledge base relating to careers?
 - How much do students understand about apprenticeships?
- Review the funded careers programmes available [*outcome: full awareness of the provider directory*]
 - Potential questions:
 - Is everyone aware of the provider directory?
 - Have you used any of the providers before?

- Does the school have budget available for providers / other activities relating to careers?
- Agree Compass completion dates
 - Potential questions:
 - Are the dates in the diary for the timely completion of Compass?
 - How will the report be shared with the relevant stakeholders (EA/SLT/governing body)?

Phase 2: Establishing a careers and enterprise plan

- Review the Compass results and identify the specific areas that need to improve.
 - Potential questions:
 - Which Benchmarks should be addressed first and why?
 - How do the wider school priorities impact this?
 - What are your specific gaps in relation to Gatsby Benchmarks 5 & 6?
- Agree priorities for each term and year group, allocate resources and agree timeframes
 - Potential questions:
 - What are the low resource/high impact activities that could deliver most value?
 - What are the quick wins?
 - What are the budget constraints?
- Agree SMART objectives
 - Potential questions:
 - What steps are needed to start to make progress towards the school's aspirations in the Careers Plan?
 - How can an Enterprise Adviser and the Enterprise Adviser Network help you to get there?
 - Are there any barriers that need to be considered (i.e. time, capacity)
- Agree how the success of the programme and activities will be monitored and recorded
 - Potential questions:
 - What's the best way to capture feedback from students?
 - How can feedback from different types of activity be collected (e.g. external visits, curriculum learning, drop down days)?
- Review [Tracker](#)
 - Potential questions:
 - Are all activities being captured in Tracker?
- Identify the procedure for sign-off of the programme by senior leaders and other stakeholders
 - Potential questions:
 - Who has to sign-off the programme?
 - How is that sign-off captured?
 - When the programme is evaluated and reviewed, is additional sign-off required?

Phase 3: Implementing the plan and evaluating provision

- Review evaluation of activities by students
 - Potential questions:
 - What feedback has been gathered?
 - Are all activities being evaluated?
 - Are the evaluation questions appropriate?
 - How is the feedback being collated and reported on?
- Review how employer relationships are managed
 - Potential questions:
 - Are employers satisfied with their experience?
 - How are 'meaningful encounters' being evaluated?
 - Are there particular industry sectors for which there are gaps?

- How far ahead are employer activities being scheduled?
- Review whole school involvement
 - Potential questions:
 - Does the careers strategy include actions around whole school key priorities?
 - What CPD is available to ensure teachers have the knowledge to deliver career-relevant learning?
 - Can support staff and other stakeholders support the careers programme more actively?
- Refine programme based on evaluations
 - Potential questions:
 - Have the learning outcomes for the programme been met?
 - What does destination data tell us about the success of the career programme and the strategic career plan?
 - What needs to change or improve, based on feedback?
 - How will resources be impacted by any changes?

Standing items

- Progress towards the school's strategic objectives for careers
- Review and evaluate Compass report
- Review priorities and associated objectives
- Confirm next meeting date and attendance
- Agree actions and timescales