

# Enterprise Adviser Network Roadmap

## 3-PHASE PLAN

1

BUILDING A RELATIONSHIP AND  
REVIEWING CURRENT PROVISION

2

ESTABLISHING A CAREERS  
AND ENTERPRISE PLAN

3

IMPLEMENTING THE PLAN  
AND EVALUATING PROVISION

**The Enterprise Adviser Network** bridges the gap between education and employers by pairing individual Enterprise Advisers with a school or college to help build a strategic employer engagement plan.



#### NETWORK VISION

To create a networked school/college and exposure to the world of work for all.

#### NETWORK PURPOSE



##### **More encounters:**

At least 4 employer and workplace encounters for young people.



##### **Start younger:**

Ensure careers education begins at year 7.



##### **Follow the impact:**

Incorporate the evidence of 'what works' to guide strategic careers planning in schools and colleges (mentoring, enterprise competitions and work-related learning).



##### **Make it last:**

Embed in the curriculum and celebrate an ethos that places careers and enterprise opportunities at the heart of the school or college.

#### WHAT DOES SUCCESS LOOK LIKE?



Success is different for every school or college. There is no one size fits all – every school, college and local labour market is unique, as are the challenges they face. As an Enterprise Adviser, you will take your passion for raising the aspirations of young people and combine it with your skills and strategic thinking. The result of which will be a tailored plan that will fulfil the needs of the school/college and students. Perseverance and resilience are required to create a strategic and systematic change in the school or college.

To help get you started, we have created a roadmap of what success could look like through your Enterprise Adviser journey.

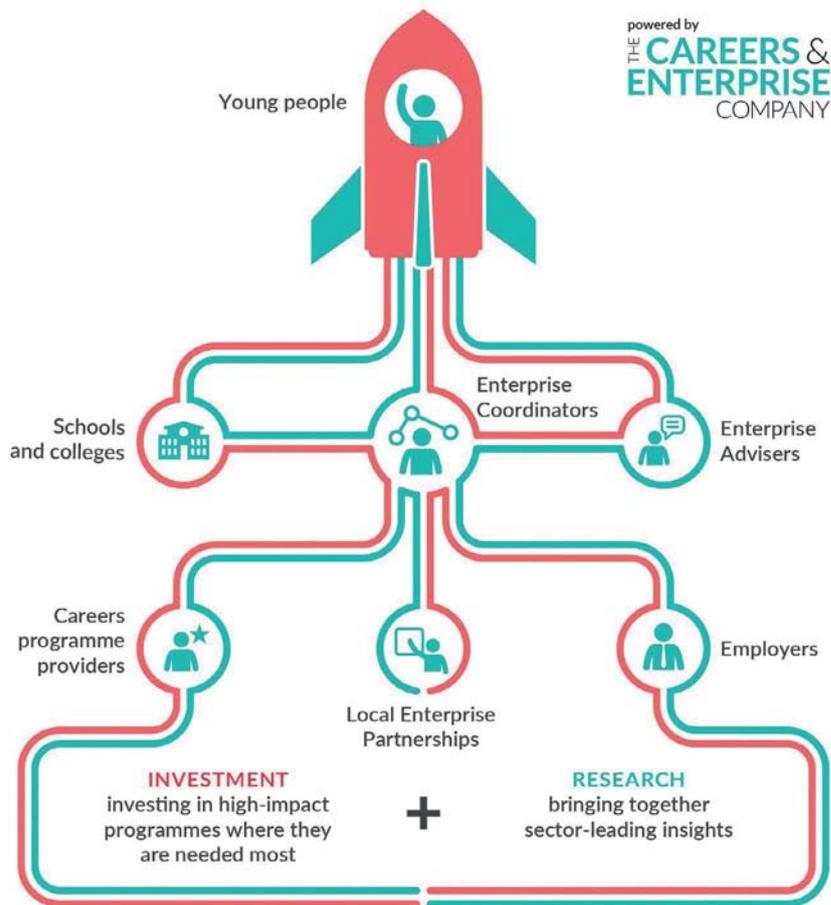
Already we have seen a three-fold increase in the proportion of schools and colleges with a careers and enterprise plan.

**Thank you in advance for taking this decision to inspire and prepare young people for the world of work – helping unlock their future potential.**

## Fuelling young people's futures

powered by  
**THE CAREERS & ENTERPRISE COMPANY**

- 
**Local Enterprise Partnerships** oversee the network locally
- 
**Employers** help young people get 4 or more encounters with the world of work
- 
**Careers programme providers** deliver high-impact careers and enterprise programmes
- 
**Enterprise Coordinators** connect schools and colleges with employers and providers
- 
**Enterprise Advisers** (senior business volunteers) work in partnership with schools and colleges to develop a careers plan and connections
- 
**Schools and colleges** work with Enterprise Coordinators and Enterprise Advisers to get their young people the careers and enterprise support they need
- 
**Young people** are prepared and inspired for the future



PHASE

1



## QUICK WINS

- ✓ Meet Senior Leader programme champion
- ✓ Hold student focus group
- ✓ Invite key school/college contact into your business
- ✓ Set meeting dates, deadlines and responsibilities
- ✓ Introduce key partners that can deliver activity (e.g. [National Careers Service](#), [National Apprenticeship Service](#), [Jobcentre Plus](#) or [CEC mentoring provision](#) or [funded partners](#))

# Building a relationship and reviewing current provision

## Induction and training

- your Enterprise Coordinator will provide regional training to induct and support you in your role

## Understanding the education landscape

- in advance of your first school/college meeting you may want to research your school/college, read your school/college's Ofsted report, review Local Market Information (LMI) data and make yourself familiar with key pieces of legislation

## Introductory meeting with your school/college

- your Enterprise Coordinator will join your initial meeting to support you and connect key themes from across the network locally
- you will meet your Senior Education Leader programme champion
- the meeting allows you to introduce yourself, the strategic value you can add and set expectations

## Build your understanding of local and national providers of careers provision

- your Enterprise Coordinator will help you understand the local and national provision
- we have also funded careers programmes in your area, which you will find on our website and your Enterprise Coordinator will take you through

## Begin to build relationships

- build relationships with Senior Education Leaders and Careers Leads to identify and understand how your skill-set can add value
- at the beginning of the programme ensure you have Senior Leader and school governors that can champion the Network
- you should meet with the Head Teacher or Principal and be introduced to a governor whose remit is careers
- meet relevant staff and students – this could be via staff meetings, an assembly or focus group
- invite key school/college contacts to visit your workplace

## Establish key career and enterprise context for your school/college

- establish key meeting and event dates (such as inset days, governor meetings, key careers events, etc.)

## Baseline audit

- an audit is a fundamental building block of the programme and will help you identify what is and isn't currently working, as well as opportunities
- check the school/college has recorded its baseline data with [Pye Tait](#)
- audit existing careers and enterprise provision within the school/college – our [audit tool](#) can help you
- you may want the school/college to review its progress across the Gatsby benchmarks nationally by using the [Compass tool](#)

## Strategic priorities

- with the help of the Senior Education Leader, establish key priorities for the school/college (parental engagement, raising teacher knowledge base, apprenticeship inspiration, etc.)
- our [activity guide](#) can help you with this

## Review the audit, identify gaps and agree objectives

- identify specific areas for possible improvement (forms the basis of discussions across their careers provision)
- agree priorities for each term and year group, ensuring resources are allocated

## Establish an agreed agenda

- agree expectations and introduce strategic planning process
- agree school/college staff and other stakeholder involvement to ensure wide ranging commitment to plan

PHASE

2



## QUICK WINS

- ✓ Explore the offers of your [local careers programme providers](#) funded by The Careers & Enterprise Company
- ✓ Connect to local careers providers and services
- ✓ Connect your school to [National Apprenticeship Service](#) and projects such as the '[Apprenticeship Support and Knowledge for Schools](#)' - an apprentice could speak at an assembly
- ✓ Connect your school/college to [National Citizens Service](#), [National Careers Service](#) and Jobcentre Plus
- ✓ Attend your school or college's activities to understand impact and explain the Network

# Establishing a careers and enterprise plan

## Development plan

- use the [development plan tool](#) to help map current activities and establish a careers and enterprise plan for the school/college

## Focus on what works

- The Careers and Enterprise Company continues to share research on what works
- within your plan prioritise mentoring, enterprise competitions and work-related learning

## Adding the detail into the plan

- using results from the audit build a more detailed plan of activities
- it is helpful to regularly review and update the audit as this will help inform approach and activity
- allocate resource, set priorities and agree timeframes for delivering interventions
- ensure you have the plan signed off by Senior Leader and governors

## Timeframes

- timeframes will vary by school/college dependent on the scope of the plan (i.e. whole school, cohort, pilot project)
- your perseverance and positivity will be crucial to the success of the plan

## Ongoing planning and development meetings

- support planning of current careers & enterprise activities
- with support from your Enterprise Coordinator connect to other local careers providers and services
- introduce your employer networks to strengthen creation of a networked school
- share best practice from other EAs/schools and colleges
- consider if there are new ways of doing things - activities and processes the school/college hasn't used before
- read our [activity guide](#) for more information on planning and development ideas

## Planning activity

- your strategic value in planning is the lynchpin to the success and sustainability of the careers and enterprise plan. Strategic activities you could include are;
- helping enable teacher CPD, for example connecting teachers to LMI tool
- supporting subject heads to bring more relevance into their curriculum
- engaging support from a school governor who will champion the careers agenda
- offering insight days at your workplace for teachers
- speaking at parents' events about the Network
- evaluating activities to better understand impact

## Ongoing strategic planning

- your Enterprise Coordinator will regularly inform you of exciting careers opportunities available to your school/college
- our [progress tracker](#) can help guide you to develop and maintain long-term strategic relationships with your school/college
- set objectives for each year group and specific cohorts
- ensure you have the plan signed off by the Senior Leader and governor

PHASE

3



## QUICK WINS

- ✓ Encourage school/college to create a calendar of timetable gaps (to fill with employer activities)
- ✓ Raise awareness of the Network's aims and achievements, e.g. via your school or college newsletter
- ✓ Share the careers and enterprise plan and make it visible for parents and teachers
- ✓ Hold student focus groups for direct feedback
- ✓ Share learnings with your Enterprise Coordinator, other Enterprise Advisers, LEP boards and The Careers & Enterprise Company

# Implementing the plan and evaluating provision

## Implementing the plan and reviewing impact

By phase 3 your school/college should have completed an audit and have a strategic 'whole school' careers and enterprise plan in place

- to help embed careers provision into the ethos of the school/college you may want to;
- engage Senior Education Leader in delivering and progressing the plan
- engage governing body and make them aware of plan delivery and progression
- raise awareness of the Network's goals and results across the school/college's networks (such as newsletters, posters, parents' evenings)

## Implementation

- ensure there is allocated resource in the school/college to deliver and implement the plan (e.g. do the teachers have time / is there budget available)
- encourage and ensure the school/college actions activities in the plan
- show your support by attending events
- keep parents informed regularly on activity
- ensure students are informed about apprenticeship pathways
- timetables reviewed and agreed – gaps filled with employer encounter opportunities
- support the execution of the plan, providing advice and encouragement to staff

## Celebrating your success

- during your EA journey you will celebrate many achievements
- remember to share what you are doing, your successes and achievements with your Enterprise Coordinator
- encourage your school/college to share the news in their own communication materials (i.e. newsletters, website, parent updates, etc.)

## Trusted relationships/shared goals

- keep growing relationships with the school/college staff (continuing to be a trusted advocate and Adviser)

## Evaluating

Key check points and activity for evaluating the careers and enterprise plan include;

- is the development plan complete, agreed and published?
- is there a stable careers plan in place, reflecting the needs of individual students?
- does activity planning focus on the Careers and Enterprise Company's 'what works' research and best practice?
- are regular Enterprise Adviser Network meetings taking place?
- is the programme impact tracking for teachers in place and being evaluated?
- have I gathered direct feedback from students?
- is the management of sustainable employer relationships effective?
- is careers relevance embedded in curriculum subjects?
- is there an increased understanding of careers opportunities and needs (based on student choices/destinations)?
- is there consistency of guidance for vocational and academic routes post 16?
- are parents/guardians aware of LMI and opportunities?
- has there been more than 4 employer experiences for year 7 to 13?
- has there been a minimum of 1 workplace experience per student?
- ensure Senior Leaders and governors review the programme
- feedback learnings and opportunities to Senior Education Leader and use as the basis for planning the next academic year

**FOR ENTERPRISE ADVISER TOOLS VISIT;**

[www.careersandenterprise.co.uk/ea-tools](http://www.careersandenterprise.co.uk/ea-tools)

## GLOSSARY TERMS

### Careers and enterprise plan

A tailored school/college plan by year group and cohort that sets out, enhances and develops the delivery of careers and enterprise education for the school/college. This includes various methods such as work experience, enterprise activities, sector specific information, stimulation challenges from employers, job specific tasks and tutorials

### Enterprise Adviser

A senior business volunteer who spends around 8 hours a month working closely with the headteacher or Senior Leadership Team. An Enterprise Adviser uses their business experience and professional networks to help develop and implement an effective careers strategy that puts opportunities with local employers at the heart of a young person's education. An Enterprise Adviser adds value by:

- supporting the development of a whole school / college plan for careers, enterprise and employer engagement
- providing employer perspective and insight and access to their local business networks
- helping schools and colleges to focus efforts on programmes and activities that are most effective in motivating young people, supporting independent choice, and supporting positive outcomes for young people

### Enterprise Coordinator

An Enterprise Coordinator sits at the heart of the Enterprise Adviser Network and connects schools and colleges with employers and career programme providers. The Enterprise Coordinator acts as the central point of information for local and national solutions.

An Enterprise Coordinator's role is to:

- help schools and colleges build-upon their careers and enterprise activities and engage with the world of work
- make it easier for schools and colleges to engage with employers and careers programme providers
- focus everyone's efforts on programmes and activities that are most effective in motivating young people, supporting independent choice, and supporting positive outcomes for young people

### Gatsby Benchmarks

The Gatsby Foundation, led by Sir John Holman has identified a set of eight benchmarks, covering different dimensions of good career guidance for schools. The benchmarks have been identified through six international visits, analysis of good practice in English schools and a comprehensive review of current literature into what best practice careers guidance should include.

#### The 8 Gatsby Benchmarks

1. a stable careers programme
2. learning from career and labour market information
3. addressing the needs of each pupil
4. linking curriculum learning to careers
5. encounters with employers and employees
6. experiences of workplaces
7. encounters with further and higher education
8. personal guidance

### LEPs

Local Enterprise Partnerships (known as LEPs) are local business led partnerships between local authorities and businesses and play a central role in determining local economic priorities. They undertake activities to drive economic growth and the creation of local jobs. There are 38 LEPs areas across England.

They are also our strategic partners who oversee the delivery and governance of the Enterprise Adviser Network regionally.

