

Guidance for first meeting between Enterprise Advisers and schools

This is a resource to help frame the first meeting of the Enterprise Adviser and the School Senior Leader. It is an opportunity to set a high level strategic conversation based on the training and Labour Market Information the Enterprise Adviser will have received from their Enterprise Coordinator, alongside the Enterprise Adviser's own knowledge and personal experiences of the hurdles facing employers and the economy in general.

The framework below includes a variety of questions aimed at stimulating thought and discussion. Not every question needs to be asked or answered. The conversation may continue over the first couple of meetings. In most cases the Enterprise Coordinator will be present to help facilitate the meeting and to take notes.

The aim of these first meetings is to begin to develop an understanding of the biggest issues that employers and schools/colleges are facing and to begin to build a trusted relationship based on a shared understanding of the priorities for each sector.

Introductions

- The Enterprise Coordinator will introduce the Enterprise Adviser who can describe their background and expertise in person.
- The Enterprise Coordinator will explain the role of the Enterprise Adviser and the aim of the initial discussion.
- The Enterprise Coordinator will ask the School or College SLT member to provide a brief summary of the school ethos, strengths, exam results/achievements, issues or weaknesses (The Enterprise Adviser will already have seen the Ofsted report, school/college website and have had a conversation with the Enterprise Coordinator about the school/college).

Specific questions the Enterprise Adviser may want to ask to understand the school/college's current provision

1. Ask the Careers Leader to talk through the current careers provision. What are the areas of strength in the provision and what are the areas of weakness?
2. Have you heard of the Gatsby Benchmarks? (These are a framework for good career guidance. New 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.)
3. Have you used the Compass tool, to evaluate your school or college's careers and enterprise activity against best practice? Is it possible to share the Compass Report?
4. Who is responsible for all employer engagement or is this a responsibility of many? Does the school have an overarching employer engagement plan? What happens when an employer phones your school?
5. Do you have a teacher responsible for careers and enterprise? Is this stand alone or as part of the role of PSHCE / Citizenship teachers, WRL teachers, work experience co-ordinators, careers co-ordinators, etc?
6. What other teachers might have an interest in this or be supportive (Head of Sixth Form, SLT member, Head of Business Studies or PSHCE)
7. Do you actively engage parents or governors or Alumni for their business expertise?

8. Do you have a member of the governing body, who takes a strategic interest in careers education and guidance and encourages employer engagement? (as recommended in new statutory guidance)
9. Do you work with feeder primaries to ensure a streamlined approach to enterprise?
10. Are you aware how much employer engagement already exists across curriculum subjects such as science, technology, engineering and maths (STEM)?
11. What dedicated support is there for pupils from high need groups such as special educational needs and disabilities (SEND) and Looked After?
12. Are you confident all students understand all their options? Are you confident all teachers understand student options? Are you aware of the Baker Clause¹?
13. How would you rate 'aspiration' in your school (Pre-16 and Post-16)?
5. 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?
6. 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?
7. What would you suggest are the critical factors to ensure a successful approach to enterprise in the school? (These might include; Support of SLT, governor/parent engagement, staffing resource, a strategy / policy for enterprise education, time in the timetable, help to embed across the curriculum, relevant CPD for teaching staff, measurement of the impact of activity, sustainability)
8. What might be the barriers to implementing these?
9. Do you already have ideas of how employers can support schools, above what is already being done?

Additional questions the Enterprise Adviser may want to ask to encourage discussion

1. What is your understanding of / how much do you know about the local economy, current and future skills shortages, how the world of work is developing and careers for the future are changing?
2. How do you keep up to date with the national picture, government growth agenda, local priority and growing sectors, competition from abroad and national skills shortages?
3. Do you have a feel for the issues affecting employers in the recruitment of young people? How relevant or important do you feel these issues are to your school (staff, parents, young people, governors)?
4. What do careers and enterprise mean to you? (Employability, Careers Guidance, Entrepreneurship, Labour Market Information, provision of aspiration and motivation, relevance to studies)

Actions and outcomes from first meeting

- Date for next meeting and agreement about other key staff to be involved
- Key dates in the school calendar – Teacher training days, SLT meeting dates, Governor meetings, key careers activity
- Deadlines set for completion of Compass tool, if not already completed

¹The Baker Clause is a new legal duty, requiring schools to open their door to colleges, training providers and university technical colleges (UTCs). Providers must be granted access to students to make them aware of the options available to them at 14-16, post-16 and post-18 level. According to the Department for Education's statutory guidance, schools need to have published "a policy statement setting out their arrangements for provider access", which "should be made available on the school website" by 2nd January 2018.