



## POLICY BRIEFING NOTE: 13

This is the thirteenth of a series of short Policy Briefing Notes published by Careers England  
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*Following our publication of Careers England Policy Commentary 26 (Recent Developments on the Roles of Employers and of Careers Professionals: a Pivotal Phase in Determining Future Careers Provision for Young People) one of our Affiliate Members has produced a personal view on her distinctive role as a professional careers adviser, which we are delighted to make available here as a further contribution to this on-going important debate.*

### WHAT IS THE ROLE TODAY OF A PROFESSIONAL CAREERS ADVISER IN A SECONDARY SCHOOL'S CAREERS PROGRAMME?

**A Personal View:** Lizzie Taylor, Affiliate Member, Careers England 12th March 2014

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**In my view the role of a professional careers adviser in a secondary school's  
Careers programme today is  
to be available in school on a regular and ongoing basis  
to give students the chance to:**

- Ask the questions on their minds about the educational and career choices they face. Most are still unsure of what choices to make and what career path to follow, regardless of the volume of information now available to them online.
- Talk through and make carefully considered educational choices - which are early career path choices - for GCSE/A Level/college/apprenticeships/university.
- Explore and be guided through the maze of online and other information, and be provided with an intellectual framework or map of the world of work, into which they can place individual pieces of information.
- Understand where opportunities for employment are likely to arise in the future, and develop realistic rather than fantasy or unattainable career goals.
- Understand and audit their personal qualities, abilities, priorities, qualifications and achievements, skills, strengths and weaknesses.

- Understand the personal qualities and skills that enable individuals to succeed at work.
- Identify gaps in their employability or offering to universities/educational institutions, and make a plan to address them.
- Know how to relate their needs and wants to the job market, both current and future.
- Raise concerns and problems, and have potential mistakes with subject, course and other choices corrected before consequences materialise or worsen.
- Make a personal career plan and be encouraged over a period of time to realise their goals. Able students from less advantaged backgrounds may need special encouragement and help.
- Be mentored and helped in finding and securing the work/lab experience, apprenticeships, jobs, FE and/or work-based learning and university places, including help with approaching educational institutions and employers, online applications, testing, assessment centres, CVs, interview preparation and practice.
- Understand how to use IT to develop their careers (e.g. recruitment software protocols, managing their online profile, using LinkedIn and other social networking forums).

**Careers Advisers also:**

- Work in partnership with staff who may be careers or work experience co-ordinators, subject teachers or others with a pastoral role, tertiary education providers and employers to plan comprehensive CEIAG programmes in a school.
- Provide and manage careers lessons, external speakers (including employers), presentations, seminars, psychometric testing (e.g. COA Centigrade, Morrisby Profile), events, assemblies, visits to employers, universities, public lectures, etc.
- Approach employers and educational providers on behalf of students where this facilitates progress because students lack confidence to do so themselves.
- Encourage students to consider a wider range of options than they may have thought of, so that they will not have later regrets.
- Support societal aims in the area of equality and diversity (e.g. encourage girls to consider STEM subjects and careers).
- Raise aspirations of talented individuals from less advantaged backgrounds and give them the confidence and support they need to get to university or reach other goals, providing the support that may be missing at home and helping them access financial support for continuing in education.
- Maintain records of student interventions and plans; monitor outcomes and student destinations; review and implement improvements.

**Skills, Knowledge and Competences of Careers Advisers:**

- Guidance: mentoring, coaching, listening, counselling, explaining, encouraging, facilitating, liaising, identifying, referring, assessing and monitoring.

- Knowledge of: labour market information including STEM and other priority areas; career development and career guidance theory; developing links with – and an understanding of the opportunities provided by - employers, work-based learning providers, universities, colleges and other educational institutions.
- Self-management: continuing professional development, reflective practice, maintaining a professional network.
- Maintaining professional standards: keeping abreast of the policy and legal context of practice in areas such as safeguarding and equality; benchmarking best practice and evolving career development and career guidance theory.

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