



THE CAREERS &
ENTERPRISE
COMPANY

Enterprise Adviser Induction Training Pack



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Introduction

Thames Valley Berkshire Local Enterprise Partnership (LEP) has been selected to deliver the flagship Enterprise Adviser Network within its area, working in partnership with The Careers & Enterprise Company.

Research from the Education & Employers Taskforce and other sources shows that young people who have a greater exposure to employers whilst at school, achieve better employment outcomes.

Our first and cornerstone initiative is a new network of 'Enterprise Advisers' who will work one-to-one with school and college leaders, helping them to develop effective employer engagement plans, drawing on existing, local business networks.

Careers & Enterprise Company

The Careers & Enterprise Company is an employer-led organisation that has been set up to inspire and prepare young people for the fast-changing world of work. Their role is to take an umbrella view of the landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the country.

They are committed to being evidence-based and taking a pragmatic view of regional variations in the careers, enterprise and employment landscape, adapting the approach as required. Their principles below reflect the fact that they are not a provider, their job is instead to 'join the dots' in existing provision, making it easier for schools, employers and providers to work together and to shine a light on schemes that are working well.

Their principles are 

1. Build on what works
2. Test, learn and adapt
3. Work nationally, tailor locally
4. Enable and convene the best programmes

The Enterprise Adviser Network

Research from the Education & Employers Taskforce and other sources shows that young people who have greater exposure to employers while at schools achieve better employment outcomes.

Their first and cornerstone initiative is a new network of 'Enterprise Advisers' who will work one-to-one with schools and college leaders helping them to develop effective employer engagement plans, drawing on their own local business networks as appropriate.

Enterprise Advisers will be volunteers drawn from the world of work (businesses and the public sector, organisations of all sizes including the self-employed).

Enterprise Advisers will be supported by full-time Co-ordinators co-funded by The Careers & Enterprise Company and the Local Enterprise Partnerships who are partnering with The Careers & Enterprise Company in this first phase of roll-out. The Co-ordinators will work with clusters of 20 schools and colleges and will have simple tools available to lay out the range of programmes available to schools and colleges nationally and locally, for example speakers in schools, CV and skill building, work experience.

The Enterprise Adviser network will help 'join the dots' at a local level. If this initiative is successful the network will help simplify engagement between schools, colleges and employers and providers and stimulate more employer engagement where it is required.

Thames Valley Berkshire LEP Ltd

Who we are

Thames Valley Berkshire Local Enterprise Partnership (LEP) is a business-led partnership. We have, to date, allocated £140m of public funds (UK and EU) to deliver economic growth initiatives in Thames Valley Berkshire. Alongside London, Thames Valley Berkshire is the UK's economic powerhouse contributing over £37bn in GVA to the economy. We have a crucial role as an engine of growth, both for the area and the UK, and focus our interventions to add value where they can help enterprise to flourish.

What we do

We contribute to the sustainable economic growth of TVB through the implementation of a Strategic Economic Plan, which has four programmes:

Enterprise & Innovation

The success of your business is essential to TVB and the UK economy. The LEP has funded initiatives to improve the business support available across the area, including the Thames Valley Berkshire Funding Escalator, a Business Growth Hub where all companies can start their growth journey and ConnectTVT, where ideas from tech start-ups can be shared and flourish.

Employability & Skills

To achieve the highest levels of education in our workforce, we are helping to develop five new Solutions Labs, which will equip young people with the STEM skills needed. And through a Skills Priority Statement, identify where skills deficits are proving to be a barrier to economic growth and where intervention can have the greatest impact.

International

We continue to promote the area's key growth sectors and its value proposition in order to encourage international businesses to invest and grow their supply chains in TVB.

Infrastructure

We prioritise infrastructure that supports growth through investment in transport improvements to enhance connectivity (£15m has been allocated for 2017/18); commission evidence to underpin strategic infrastructure such as airports and rail links to airports; and invest in digital connectivity.

A Strategic Economic Plan

The Thames Valley Berkshire Strategic Economic Plan (SEP) is the DNA of the sub region's economy. Through the SEP, the LEP is committing to deliver an uplift of around £700m GVA by 2021. The Plan sets out the strategic priorities for economic growth in TVB and addresses the changing realities of 'doing world class business'. These include improving the skills of the current and future workforce, retaining the businesses located here and growing new ones through the best 'soft' infrastructure in the UK, while securing more investment in the 'hard' infrastructure that is so critical for an economy second only in output to the whole of London.

Its overarching priority is to secure better access to talented people and bright ideas, and to use both more effectively. Its six key objectives are to:

- Use better those who are already in the workforce
- Inspire the next generation and build aspirations and ambition
- Ensure that economic potential is not restricted by labour supply
- Ensure that knowledge is effectively commercialised and grown within TVB
- Strengthen networks and invest in the 'soft wiring' to use ideas better
- Make TVB's towns genuine hubs in the ideas economy

And its four programmes cover: infrastructure; enterprise & business growth; skills & employment; and international.

Download our 2017-2018 Impact Report at www.thamesvalleyberkshire.co.uk/2018-impact-report/

Sector Propositions

The LEP has developed a series of Sector Propositions to help attract foreign companies to invest in the area and to demonstrate the true competitive advantage it has over other locations. They profile each of the sub region's competitive sectors:

- Digital Technologies
- Life Sciences & Healthcare
- Energy & Environment

Geography

Thames Valley Berkshire stretches just over 46 miles from Hungerford to Slough and incorporates six local authorities:

- West Berkshire Council
- Reading Borough Council
- Wokingham Borough Council
- Bracknell Forest Borough Council
- Royal Borough of Windsor and Maidenhead
- Slough Borough Council



Berkshire Future Talent

The SEP is very clear that we must *“inspire the next generation and build aspirations and ambition”*. The LEP is clear that we must focus particularly on the young people who will enter the labour market over the next decade. We need to encourage a new generation of entrepreneurs and business leaders, and we need to far better explain the opportunities that exist within Thames Valley Berkshire.

The role of the Enterprise Adviser

Main purpose of the role

Supported by an Enterprise Co-ordinator, the Enterprise Adviser will work closely with the senior leadership team of a specific school or college to:

- Support the development of a whole school strategy for careers, enterprise and employer engagement
- Provide access to their existing, local business networks
- Help schools and colleges to focus efforts on programmes and activities that are most effective in supporting independent choice, motivating young people and achieving positive outcomes.

What is expected of you?

- Be committed to supporting a school or college for a minimum period of one year, committing up to a day per month
- With the support of the senior leadership team, develop, shape or add value to the school or college's careers, enterprise and employer engagement strategy
- Working with the Enterprise Co-ordinator, conduct an initial diagnostic and support the school or college in identifying priority areas for support
- Use your contacts to encourage a wider group of employers or the self-employed to work with the school or college to help them enhance their careers, enterprise and employer engagement strategies
- With expert sector knowledge, commit to developing a good understanding of the wider employment base in their locality
- Engage in the LEP Enterprise Adviser induction programmes
- Join the LEP Enterprise Adviser Network and attend the Network meetings
- Share best practice across the Enterprise Adviser Network and provide support to other Enterprise Advisers
- Utilise the resources provided by the Enterprise Co-ordinator, such as the 'Toolkit'
- Promote the role of Enterprise Advisers amongst existing contacts and networks to contribute to the recruitment of new Enterprise Advisers

Skills & Experience

Enterprise Advisers will be:

- Drawn from the world of work (businesses and the public sector, organisations of all sizes including the self-employed)
- Passionate about motivating young people, supporting independent choice, and positive outcomes for young people
- Able to work effectively with employers, schools and colleges
- Well connected to employers of all sizes and the self-employed, and have established networks and contacts, which they are willing to share
- Have a sound knowledge and understanding of the needs of the local labour market and a willingness to promote these
- Motivated to lead engagement with schools and colleges in the local area and help them understand how effectively they are motivating young people and preparing them for the world of work

All Enterprise Advisers will be DBS checked

How Schools Work

The Education Landscape

Education provision in England has changed beyond recognition in the past ten years. New names and types of school, changes to governance, staffing structures and an evolving curriculum can be quite overwhelming for those unfamiliar with the sector. This concise guide to the current education landscape will help you understand its structure, purpose and influences.

Types of schools

Community Schools	Local Authority (LA) maintained schools at which the LA is the employer, owns the land, buildings and sets the admissions criteria.
Academies	Publicly funded, independent schools, held accountable through a legally binding 'funding agreement'. Sponsored by business, faith or voluntary groups and have more freedom and control over curriculum design, school hours and term dates, staff pay and conditions.
Grammar Schools	Run by the LA, a foundation body or a trust; they are publicly funded and select all or most of their pupils based on academic ability.
Special Schools	Provide for pupils with statements of special educational needs (SEN), that cannot be fully met from within mainstream education.
Free Schools	Funded by the government, but not run by the LA. Free schools can set their own pay and conditions for staff, change the length of school terms, the school day and they don't have to follow the national curriculum.
University Technical Colleges (UTCs)	Government-funded schools for 14–18 year olds that teach students technical and scientific subjects. UTCs integrate technical, practical and academic learning.
Pupil Referral Units (PRUs)	Offer alternative provision for pupils unable to attend a mainstream or special school, usually because of behavioural, emotional and social difficulties (BESD).
Further Education Colleges	Provide a wide range of academic, vocational and professional qualifications at different levels for students of all ages (from 16) including part time, evening and weekend classes.
Sixth Form Colleges	Publicly funded, providing advanced school level qualifications such as A- Level, BTEC and International Baccalaureate Diplomas for 16 to 19 year olds.
Faith Schools	Associated with a particular religion they are run like state schools in that they have to follow the National Curriculum. They are allowed to teach their own religion exclusively.

School structures & the academic year

School Intakes

Secondary schools provide education for students between the ages of 11 and 16, with post-16 providers catering for students up to the age of 19. In some areas a three tier system operates consisting of first, middle and high schools, rather than primary and secondary schools.

Term	Month	Holidays
Autumn	September	1 week half term
	October	
	November	2 weeks (Christmas)
	December	
Spring	January	1 week half term
	February	
	March	2 weeks (Easter)
	April	
Summer	May	1 week half term
	June	6 weeks (Summer)
	July	

The Academic Calendar

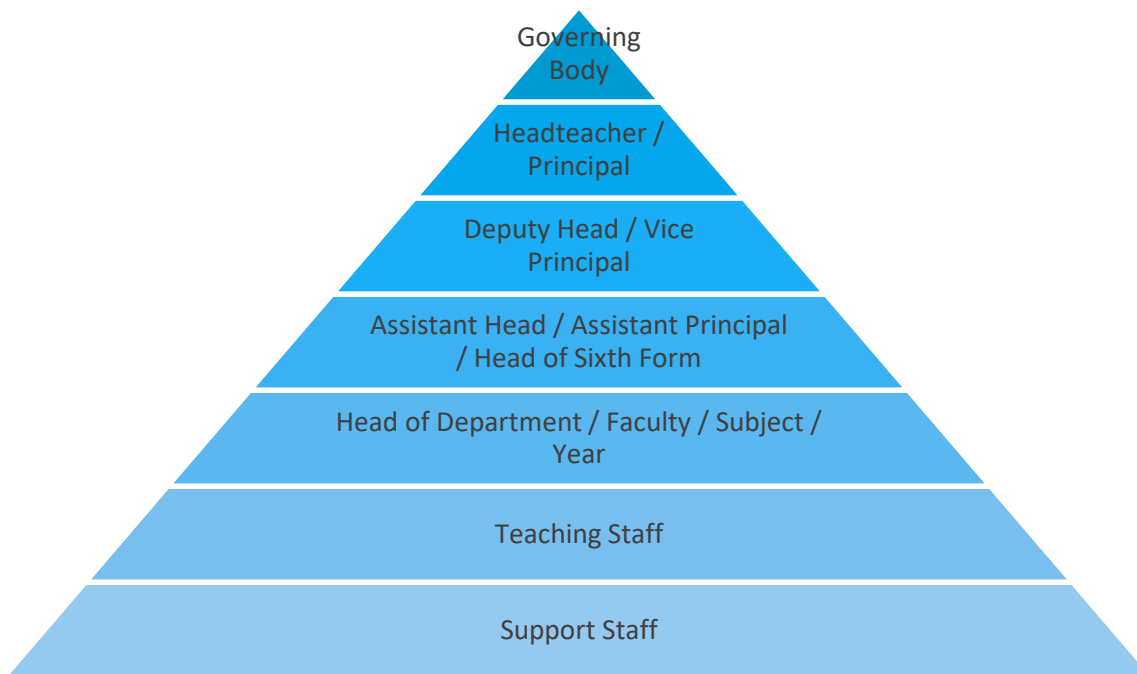
September	New intake
October	UCAS application system opens
November	Mock GCSE exams
January	Timetabling begins for next academic year
March	Year 6 secondary school places confirmed Year 9 options process
May	GCSE and A Level examination period Key Stage 1 and 2 SATS exams
June	GCSE and A Level examinations period Year 11 and Year 13 leave after last exam
July	End of academic year Year 6 transition days
August	GCSE and A level results days UCAS offers confirmed

The School Day

School days typically run from about 8.30am to 3.30pm (UTCs tend to have longer days that are more in keeping with business) and are divided into periods lasting 30-60 minutes each. There are usually one or two short breaks during the day and a lunch period. Schools also run before and after-school interventions, and extra-curricular activity classes.

Staffing Structure

Staffing models vary among the different types of schools but most secondary schools and academies have similar organisational structures. Some schools have staff whose role specifically relates to careers, work-related learning and enterprise. Additionally, schools may employ a careers adviser or buy the service from a third party to provide students with personal guidance.



Key Stages

Key Stage	Age Group	Year Group
Key Stage 1	Ages 5-7	Years 1 and 2
Key Stage 2	Ages 7-11	Years 3, 4, 5 and 6
Key Stage 3	Ages 11-14	Years 7, 8 and 9
Key Stage 4	Ages 14-16	Years 10 and 11

Curriculum

Secondary state schools are required to follow the National Curriculum, whereas academies and free schools do not have to. However, they must provide a broad and balanced education and are subject to the same accountability measures as state schools, which means that in reality, the vast majority of free schools and academies also follow the national curriculum.

The vast majority of Year 7 students starting secondary school in September 2015, who will sit their GCSEs in 2020, are advised to follow core academic subjects as stipulated in the English Baccalaureate i.e. English language, English literature, the sciences, mathematics, history or geography and a modern foreign language.

At Key Stage 5, students follow a Post-16 Study Programme, which is made up of academic or applied and technical qualifications; non-qualification activity including work experience; and the study of English and Maths where students do not hold a GCSE graded A*- C in that subject by age 16. Study programmes should be designed to meet the needs of each individual and enable progression to higher education, training or employment.

Safeguarding

Terminology used for child protection defined as the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully. Schools have their own safeguarding procedures and designated safeguarding officer.

Qualification Levels & Equivalents

LEVEL 8	Doctorate PhD		
LEVEL 7	Master's Degree MA, MSc, MPhil		
LEVEL 6	University Degree BA, BSc		Level 6 (Degree) apprenticeship: A new type of higher apprenticeship which can lead to a full undergraduate degree as part of the apprenticeship
LEVEL 5			Level 4 and 5 higher apprenticeships
LEVEL 4			
LEVEL 3	A-Level	A2 AS	Advanced level apprenticeship
LEVEL 2	GCSE Grade A* - C		Intermediate level apprenticeship: equivalent to five GCSE passes
LEVEL 1	GCSE Grade D - G		
ENTRY LEVEL 3	Key Stage 3		

Source: HM Government, 'Compare different qualifications'¹

¹ <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels> [accessed 22 March 2016]

Curriculum changes

New GCSE Grading Structure

GCSE were reformed in September 2015 and will be introduced over a three-year period. Grading will now be from 9-1. Although 4 is equivalent to current grade C, in reality 5 will be considered the new C. Grade 8 will be more common as the top grade, grade 9 will be considered rare. This will be difficult for young people who were expecting top grades.

Ofqual – New GCSE grading structure

New grading structure		Current grading structure
9		A*
8		
7		
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5		
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
		G
U		U

English Baccalaureate

The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at Key Stage 4 in any government-funded school.

Introduced in June 2015, all pupils who started Year 7 in September 2015 will take the EBacc subjects when they reach their GCSEs in 2020.

The EBacc is made up of:

- English
- Mathematics
- History or geography

- Science
- A foreign language

Vocational Courses

BTEC (Business and Technology Educational Council) First Diploma is a vocational qualification taken by young people aged 14 and over. BTECs are recognised as being equivalent to GCSE, e.g. a BTEC first diploma is worth the equivalent of four A* - to C grade GCSEs. BTEC and GCSE can be taken alongside each other.

*Not all school leaver programmes or Higher Academic and Vocational courses count BTECs as 4 GCSE equivalents.

NVQ (National Vocational Qualification) is a work based award, which recognises the skills and knowledge in a particular field. To achieve an NVQ, candidates must prove that they have the ability (competence) to carry out the job to the required standard.

Post-16 Choices

A Levels

The **General Certificate of Education Advanced Level** (short form: **GCE Advanced Level**), or more commonly, the **A Level**, is a school leaving qualification. Obtaining A Level or equivalent qualifications is generally required for university entrance. Five or more A*- C grades in GCSE examinations including English and Maths is usually a requirement for students wishing to study A Levels. Many sixth form schools or colleges require a GCSE subject to have a minimum C grade, to take that subject at A Level.

Most Students currently take four subjects in Year 12.

Whilst these qualifications are changing, some things will remain the same. To do AS or A Levels you will still need to have 4-5 GCSE passes at grade C or above and in some cases you will need a higher grade in the subject you wish to study. The new A Levels will be awarded with the same A* to E grades as currently used.

New AS Levels

The 'new' AS Levels will now be a separate qualification and no longer count towards the A Level grade. It will still be a one-year course, but with exams only at the end of the year. Assessment will be mostly through exams, although in some cases there may be a limited amount of coursework. The new AS Level will earn 40% of the UCAS points of an A Levels whereas an 'old' AS will continue to earn 50%.

New A levels

A Levels will be linear rather than modular, which means exams will only take place at the end of the 2-year course, rather than assessment after each module. There may be a limited amount of coursework, but only if it has been decided that certain skills in the course cannot be assessed in an exam.

In-Work Training

Apprenticeships

An apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a real qualification.

Apprenticeships are real jobs, with all apprentices earning a salary. Apprentices have to be paid at least the national minimum apprenticeship wage.

Apprentices work at least 30 hours per week, and an apprenticeship will take between 1 and 5 years to complete, depending on the level and the industry sector. Most of the training is delivered in the workplace by an external private training provider, college or by the employer.

Apprenticeships can be found direct on employer websites or at www.gov.uk/apply-apprenticeship

Apprenticeship LEVY

- The apprenticeship levy introduced in April 2017
- The levy will apply to all UK employers in both the private and public sectors
- It is payable on annual pay bills of more than £3 million. Employers with an annual pay bill of less than £3 million will not pay the levy
- Employers will be able to use their funding (up to a cap which will depend upon the standard or framework that is being trained against) to cover the costs of an apprentice's training, including English and Maths, assessment and certification.

Traineeships

A traineeship is an education and training programme with work experience that unlocks the potential of young people and prepares them for their future career by helping them to become 'work ready'.

Designed to help young people aged 16 to 24 who are motivated to get a job but lack the skills and experience that employers are looking for, traineeships provide the essential work experience, work preparation training, and English and Maths support to secure an apprenticeship or employment.

Traineeships can last up to a maximum of six months and will include: a high-quality work experience placement with an employer - work preparation training provided by the training organisation - English and Maths support if required (provided by the training organisation).

UCAS

UK-based organisation whose main role is to operate the application process for British universities. It operates as an independent charity, funded by fees charged to applicants and to universities, plus advertising income. Main service is the undergraduate application service.

UCAS Tariff points are used by some universities and colleges to set their entry requirements and to make offers.

For courses starting from September 2017, a new Tariff will be in place. The new Tariff provides a fair and more transparent process of allocating Tariff points across a wider range of qualifications.

Example² - BA Hons Business Studies

Current Tariff requirement	New Tariff requirement
UCAS Tariff points: 300 points required. (Minimum 200 from two A levels or equivalent, excluding general studies).	UCAS Tariff points: 120 points required. (Minimum 80 from two A levels or equivalent, excluding general studies).

² www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/new-tariff-2017

Careers Education Information Advice and Guidance (CEIAG)

Statutory Guidance

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with **independent³ careers guidance** from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment.

The Careers and Enterprise Company is cited in the Guidance thus:

“Support a network of advisors to broker strong local links - the company will assist schools to choose the best careers and enterprise organisations to partner with.”⁴

Schools in TVB use a range of services to fulfil the statutory duty, ranging from: commissioning external providers to supply IAG for universal work. i.e. whole year group or targeted work (targeted could be working only with young people who are likely to be NEET – Not in Employment Education or Training or young people with special educational needs) and careers events.

Types of CEIAG

Careers Education

Part of the curriculum to help pupils reflect on their strengths, interests and aspirations; learn about the full range of opportunities open to them to plan and transition into employment, education, training.

Careers Information

Information, paper-based, IT and multimedia-based sources; on future study and training options and the labour market. Many schools have a careers library.

Careers Advice and Guidance

Timely advice and guidance to help individuals reflect on the opportunities available and make informed decisions that are best for them.

Experience of the World of Work

Schools provide a range of work-related activities to help pupils learn about the world of work and to develop their employability and enterprise skills & qualities. Work visits, work experience and work

³Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

⁴<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

shadowing, and activities jointly delivered with employers and employees in schools, such as information talks, employability workshops and mock interviews.

Partnerships

CEIAG in schools can be delivered through partnerships. Schools commission careers guidance from specialist providers and work with employers and with colleges, universities and apprenticeship training providers, to ensure that pupils have up to date information on all the opportunities available.

Gatsby Benchmarks

The Gatsby Charitable Foundation commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former Headteacher - with setting out what career guidance in England would be like if it was good by international standards. Eight benchmarks for good careers were established (see table below).

Gatsby has funded the North East Local Enterprise Partnership to run a pilot of the benchmarks across a minimum of 13 state-funded secondary schools and three colleges in the UK. This intensive pilot took place in schools over two academic years, starting in September 2015 and ending in July 2017. Lessons learned from the pilot can be found in the Gatsby Handbook <http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

The Careers and Enterprise Company Compass Diagnostic Tool utilises the Gatsby benchmarks to assess careers and in particular enterprise, which are benchmarks 4, 5 and 6.

Gatsby Benchmark	Definition	Category
1 A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.	<ul style="list-style-type: none"> Talks and websites CV workshops Mock interviews Mentoring Employability workshops Enterprise activities Employer – delivered classroom learning
2 Learning from Career and Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	
3 Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	
4 Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	
5 Encounters with Employers and Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	
6 Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> Workplace visits and experience Work shadowing Volunteering and citizenship
7 Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	
8 Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	

Source: *Good Career Guidance (2014)*, Sir John Holman; Deloitte What Works Project

Appendix

First meeting checklist

Below are a few suggested areas that you will need to cover in this first meeting.

1. Introduce yourself and your role at work
2. A brief summary of the school (Its strengths, exam results, the school ethos, attitudes and aspirations of students)
3. The school's previous and current experiences of careers education and events (Does the school have a business advisory group, partnership or established links to business? Which year groups have been involved to date?)
4. Explain your role as an Enterprise Adviser and why you joined the programme (What are your key tasks and responsibilities)
5. The school's expectation of the Enterprise Adviser Programme (What is the long-term careers strategy at the school)
6. Particular groups of students or issues the school would like to focus on (Specific Key Stages, industries, skills)
7. Key dates in the school calendar (GCSE and A-Level exams, term times, existing work experience weeks)
8. Complete the Compass Tool/Activity Plan to audit current careers provision (What does the school already do in lessons and outside of the normal school day?)
9. Exchange contact details and best means and times to contact (Who will be your main contact? How should you contact them? When do they have free periods?)
10. Arrangements for the next steps to take after the meeting (Are there any upcoming events/governors' meetings you should attend?)

Enterprise Adviser Application Form

PERSONAL DETAILS					
Title		Forename(s)		Surname	
Address					
Telephone number(s)					
Email Address					
Why does the Enterprise Adviser role interest you? Please let us know of any relevant experience or qualifications that might fit well with this volunteer role (500 words max)					
ELIGIBILITY FOR APPOINTMENT					
Do you have any unspent criminal convictions or any criminal proceedings pending? <small>If yes, please give details</small>				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Details			Date	Outcome	
Do you have any medical conditions we should be aware of? <small>If yes, please give details</small>				Yes <input type="checkbox"/>	No <input type="checkbox"/>
I consent to Thames Valley Berkshire LEP Ltd processing by means of a computer database or otherwise, any information I provide them for the purpose of joining the Enterprise Adviser Volunteer Pool. Please type your name in the box below or include an electronic signature if available. There is no need to print, sign and scan the application form					
Signed:					
Date:					

Thank you for your interest. We will be in touch shortly to arrange a telephone interview.

Please note, should you be successful you will be subject to DBS (Disclosure and Barring Service) check with the support of your Enterprise Co-ordinator (there will be no charge to applicants)

Example Activity planner

Category	#	Activity	Definition	Description of activity delivered / planned	Provider			Pupils involved						
					In house	External	Provider name (if applicable)	Number	Yr 8	Yr 9	Yr 10	Yr 11	Post 16	Types of pupils
Talks and websites	1	Careers and skills fairs	A number of representatives from employers offer information about their companies and interact with pupils at an organised careers event											
	2	Careers talks	An employee delivers an informational or inspirational talk related to their career to a group of pupils											
	3	Comprehensive careers websites	An interactive website that offers careers information, support for careers decision making and potentially chat capabilities/helplines											
CV Workshops	4	CV workshops	An employee delivers lessons in the classroom related to writing CVs to prepare pupils for the job application process											
Mock Interviews	5	Mock Interviews	An employee delivers a one-to-one mock interview to a pupil to prepare them for the job application process											
Mentoring	6	E-mentoring	An employee delivers one-to-one guidance and support to a pupil individually over the internet											
	7	Mentoring with an employee	An employee delivers one-to-one guidance and support to a pupil in person											
Employability Workshops	8	Employer delivered employability skills workshops	An employee delivers lessons in the classroom related to employability skills such as self-awareness, timekeeping and communication skills											
Enterprise Activities	9	Enterprise activities	Short-term enterprise activities delivered in schools that can involve simulation of business challenges											

Category	#	Activity	Definition	Description of activity delivered / planned	Provider			Pupils involved						
					In house	External	Provider name (if applicable)	Number	Yr 8	Yr 9	Yr 10	Yr 11	Post 16	Types of pupils
	10	Enterprise competitions	Longer-term business competitions involving employers where groups of pupil develop and run a small enterprise											
Employer-delivered classroom learning	11	Employer-led career learning	Employees enter the classroom to assist teacher in the delivery of traditional career learning activities											
	12	Employer-led curriculum learning	Curriculum learning (incl. STEM & MFL) co-delivered by teachers and employers, employees linking curriculum to their own experiences											
Workplace visits and experience	13	Work place visits	Pupils are taken as a group to a workplace and are introduced to its operation											
	14	Networking with employers	Pupils are introduced to employers through facilitated networking meetings											
	15	1-2 week work experience	A pupil enters the workplace to develop insight into the day-to-day role of an employee in an organisation											
	16	Part time working	A pupil works a limited number of hours per week around their school responsibilities											
	17	Work related learning	Employers offer extended work experience to pupils and vocational training, in conjunction with traditional school based classes											
Work Shadowing	18	Work shadowing	A pupil shadows a particular employee to develop an understanding of their day-to-day role											
Volunteering and citizenship	19	Volunteering	A pupil volunteers a limited number of hours per week around their school responsibilities											
	20	Skill building and citizenship	A pupil takes part in a skill building and citizenship programme including employability skills											

Resources

Organisation	Activity	Website	About	For teachers	For students	Berkshire
Adviza	Careers advice and Guidance and resources for individuals and schools/colleges	www.adviza.org.uk	Charity inspiring people to make better decisions that help them progress in learning and work.	✓	✓	
Aim Apprenticeships	Website platform with information about apprenticeships and search facility	www.aimapprenticeships.co.uk	Resources for parents, students and businesses	✓	✓	
Amazing Apprenticeships	Free Apprenticeship resources	www.amazingapprenticeships.com	Free resources for teachers, parents and students	✓	✓	
Apprenticeships	Information on apprenticeships traineeships. Vacancy search	www.gov.uk/apply-apprenticeship www.getingofar.gov.uk	National Government website for apprenticeships	✓	✓	
Army	Army careers related shows and events, and role finder	www.army.mod.uk/join	National Army careers information and resources	✓	✓	
Barclays	Comprehensive life skills information	www.barclayslifeskills.com	Resources for teachers, information for parents, students	✓	✓	
BBC Bitesize	Education resources, Bitesize revisions guides and phone app	www.bbc.co.uk/education	BBC bitesize resources for students and teachers	✓	✓	
Business in the Community	Schools programmes with large organisations	www.bitc.org.uk www.futureproof.bitc.org.uk	Business network connecting business to communities and schools	✓		
Career Ready	Work placements work visits mentoring	www.careerready.org.uk/schools-colleges	Employability programmes for young people	✓		
Careers in horse racing	Horse riding Careers and employment portal	www.careersinracing.com	Careers information for teachers, parents, students	✓	✓	
Careers Lab	Ambassadors Activities and workshops for the classroom	www.careerslab.co.uk/schools	Businesses engagement programme to support teachers and bring to life their careers education	✓		
Careers Development Institute (CDI)	Careers framework templates, career development news, resources	www.thecdi.net/	Professional membership body including professional register, and common professional standards	✓		
Cegnet	Comprehensive careers website	www.cegnet.co.uk	An online community for teachers, careers professionals to share news and resources	✓		

CITB Construction Industry Training Board	Go Construct website for opportunities and career paths available in the construction and built environment	www.goconstruct.org	Go construct website is the construction industry and partners pulling together to encourage people to consider a career in construction	✓	✓	
Compass	Careers provision evaluation tool	www.compass-careers.org.uk	A self-evaluation tool for schools/sixth forms to gain a greater understanding of their careers education and guidance provision and compare their provision to the Gatsby Benchmarks and national average	✓		
Creative Choices	Online employment/volunteering opportunities and sector information	www.ccskills.org.uk/careers	Help and advice for creative careers including opportunities	✓	✓	
Dyson Foundation	Free resources and challenges for teachers and pupils	www.jamesdysonfoundation.co.uk	Free resources to help students learn about engineering	✓	✓	
Education Business Partnership (West Berkshire) (Central CBEPP)	Work experience business insight days, CV skills workshops, Mock interview, work placements	www.ebpwb.co.uk www.cbepp.co.uk	Not-for-profit organisation with charitable status; set up to facilitate links between education and the world of work.	✓	✓	✓
Elevate	Regional resources advice and guidance	www.berkshire.elevateme.org.uk	For 16-24 year olds in Berkshire to get help, advice and support on employment, work experience, volunteering and mentoring.	✓	✓	✓
Enabling Enterprise	Complete approach to transforming student's enterprise skills	www.enablingenterprise.org	Helps schools to link curriculum learning to careers, support encounters with employers and employees/ experiences of workplaces	✓		✓
Founders4schools	Career talks	www.founders4schools.org.uk	A free nationwide service to enable teachers to connect with business leaders to conduct career talks and visit schools	✓		
Future Finder	Careers web app	www.futurefinder.yourlife.org.uk	Personalised careers portal, helping students view careers by personality and A-Levels.	✓	✓	
Future First	Alumni Network	www.futurefirst.org.uk	Engage with former students to provide inspiration and role models	✓		
Get in Go Far	Apprenticeship campaign	www.getingofar.gov.uk	Aimed at helping young people aged 15-19 better understand apprenticeships	✓	✓	

Green Power	Opportunity for young people 9-25 years to learn about sustainable engineering and take part in challenges	www.greenpower.co.uk	Educational programmes into the subjects of sustainable engineering and technology	✓		
Heathrow Airport	National Careers Fair / Schools Challenges	www.heathrowjobsandcareersfair.co.uk www.heathrow.com/company/community-and-environment/responsible-heathrow/case-studies/heathrow-schools-volunteering-programme	Heathrow school programmes and National Careers fair	✓	✓	
ICAEW The institute of Chartered Accountants in England and Wales	Chartered Accountants membership programme	www.icaew.com	Student, graduate schemes including career advice webinars	✓	✓	
icould	Comprehensive careers website	www.icould.com	Career inspiration and information for young people via video stories, job information, advice and tips	✓	✓	
Inspiring the Future	Careers talks CV workshops, mock interviews, employer-led curriculum learning	www.inspiringthefuture.org	Free service providing volunteers from all sectors going into state secondary schools and colleges to talk about their sectors and job	✓		
Learning to Work (part of Education Business Partnerships)	Work experience business insight days, CV skills workshops, Mock interview, work placements	www.learningtowork.org.uk	Learning to Work is a not-for-profit organisation with charitable status; set up to facilitate links between education and the world of work	✓	✓	✓
Lionheart Challenge	School's Students partaking in a Business Challenge in one day within a School setting.	www.fla.uk.com/Home/	Nationwide Enterprise Programme	✓		
Michael Page/ Page Talent internship opportunities	Recruitment specialists for employers and students	www.pagetalent.co.uk	Resources for teachers, opportunities and careers advice for interns	✓	✓	
Milk Round Graduate and Jobs website and information	Careers advice Employment opportunities for young people	www.advice.milkround.com	Student and Graduate job website			✓
National Careers Service	Comprehensive careers website	www.nationalcareersservice.direct.gov.uk/Pages/Home.aspx	Provides information, advice and guidance to help people make decision on learning, training and work opportunities	✓	✓	

National Citizen Service – summer programme for 15-17 year olds	Challenges and outdoor activities including a residential opportunity	www.ncsyes.co.uk	NCS is a social enterprise for 15-17 year olds to get involved in activities and challenges outside of term time	✓	✓
National Health Service	Career resources for students and teachers including lesson plans and a career mapping quiz	www.healthcareers.nhs.uk/	NHS comprehensive careers website	✓	✓
Not going to Uni	Comprehensive careers website	www.notgoingtouni.co.uk	One stop site for apprenticeships, gaps years, distance learning and jobs	✓	✓
Oakwood Youth Challenge	Outdoor activity centre including residential opportunities	www.oakwoodyouth.co.uk/schools	Christian charity club and activity centre including residential opportunities	✓	✓
Open2study MOOC	Free study resources online Massive online list of free courses	www.open2study.com www.mooc-list.com	Free on-line study courses for individuals		✓
Pathway CTM	Work placements, insight days, employability skills, CV creation.	www.pathwayctm.com	Schools programmes to improve the employability, career prospects and lives of school leavers.	✓	
U-explore	Comprehensive careers website	www.u-explore.com	For 11-24 year olds to discover and explore careers, create an online careers profile. Plus tracking capability for schools	✓	✓
Princes Trust	Volunteering, skill and citizenship, work related learning, enterprise competitions	www.princes-trust.org.uk	Support 13-30 year olds who are unemployed or struggling at school by providing practical and financial support. Skills for work short courses.	✓	✓
Ryman National Enterprise Challenge	Enterprise challenge and competition	www.nationalenterprisechallenge.co.uk	Students work on challenges set by real life businesses	✓	✓
Skills for Care	Routes into Social Care	www.skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/Social-care-a-rewarding-career.pdf	Adult Social Care: For an interactive tool showing entry into and routes through the adult social care sector		✓
Sky TV Academy	Various programme for young people to learn about jobs in media, business and technology and go behind the scenes	www.teachers.sky.com	School education programme at sky academy and work experience opportunities	✓	✓
Speakers for Schools	Speakers for schools and online resources and websites for young people	www.speakers4schools.org	Providing schools with free talks from leading figures to inspire and empower young people	✓	✓

STEMNET	Mentoring with an employee, enterprise activities, curriculum learning	www.stemnet.org.uk	Opportunities to inspire young people in STEM via STEM clubs /programmes also provide ambassadors for school/ colleges	✓	✓
Talentino	Career development programmes	www.talentinocareers.co.uk	Training for staff & volunteers in Early Career Coaching.	✓	✓ ✓
Thames Valley Regional Network Ltd (TVRN)	Apprenticeships, training, summer programmes	www.tvrn.co.uk	Network of apprenticeship training providers covering the Thames Valley region	✓	✓ ✓
Tomorrow's Engineers	Comprehensive careers website, work place visits, enterprise activities	www.tomorrowsengineers.org.uk	Information and resources about careers available in engineering	✓	✓
West Berkshire Training Consortium	Apprenticeships and training	www.wbtc-uk.com	Training provider for a range of Modern Apprenticeships	✓	✓
Wokingham Federation	The Wokingham Secondary Federation works together to provide support and training for all its schools.	www.wokinghamfederation.co.uk	Voluntary collaboration between member schools to improve the provision and management of secondary education in Wokingham Borough	✓	
World skills	International/National technical skills competitions	www.worldskillsuk.org	Schools, young people skills competitions	✓	
Young Enterprise	Employer delivered employability skills workshops	www.young-enterprise.org.uk	Young enterprise is the UK's leading charity that empowers young people to harness their personal and business skills	✓	✓

Glossary of Terms

Academies	State maintained but independently-run schools established with help from business, faith or voluntary group sponsors.
A-level	A-levels are typically taken by students looking to continue on to higher studies. These are exams taken after GCSEs.
Apprenticeship	Employment training that involves following and studying a master of a trade on the job instead of in school. There are a variety of apprenticeship grades, some being the equivalent of A levels or degree qualifications. There is currently low awareness of the opportunities and progression routes apprenticeships offer.
Articles of Association	The Articles of Association sets out regulations for academies including the composition of the governing body.
Attainment 8	A student's average achievement across 8 key subjects at GCSE
Attainment Targets	These establish what pupils of differing abilities should be expected to know and be able to do by the end of each Key Stage of the curriculum.
BIS	Department for Business, Innovation and Skills
BTEC	The Business and Technology Education Council (BTEC) First Diploma is a vocational qualification taken in England, Wales and Northern Ireland by young people aged 14 and over and by adults.
CEIAG	Careers Education Information Advice and Guidance. An effective careers education programme will ensure that young people gain the necessary skills and information to make impartial and effective decisions regarding careers and professional development.
Collaborative Converter Chain	Groups of academies that are governed individually and that each have their own funding agreement but which agree to work together through a collaborative partnership.
Community Governor	A governor representing community and local businesses chosen by members of a governing board.
DDA	Disability Discrimination Act - The legislation required public bodies to promote equality of opportunity for people with disabilities.
Destination Measures Data	Destination Measures Data is produced and published by the Department for Education using existing data collections and is based on sustained participation. It shows the percentage of a school's former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data is broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and at key stage 4, disadvantaged pupils who would have attracted the pupil premium.
DfE	Department for Education.
Directed Time	Time when a teacher must be available to carry out duties, including attending staff and parent meetings.
EA	Enterprise Advisor. Drawn from business, volunteers work directly with the leadership of individual schools to develop an effective employer engagement programme, to inform a careers and enterprise whole school strategy.
EAL	English as an Additional Language. Refers to students whose first language is not English.
EBacc	The English Baccalaureate is a school performance indicator. It measures the percentage of students who achieve 5+ A*– C grades in English, Maths, Science, a foreign language and either History or Geography.
EBD	Emotional and Behavioural Difficulties
EBP	Education Business Partnership. Their main aim is to build sustainable links with employers. Previously sponsored by the government, EBPs now charge schools for their services but also secure corporate sponsorship and tenders on behalf of schools/colleges to deliver employer led activities. Over the past year EBPs secured in excess of £1.4m on behalf of schools to support work related learning. Main services include Work Experience, Work Related Learning, Enterprise Education and Careers Education, Information and Guidance (CEIAG) by linking the worlds of

	business and education to offer young people a rewarding and realistic introduction to work.
EC	Enterprise Coordinator. Recruited or funded by the LEP to engage a network of local business volunteers to work with leadership and management teams within schools.
Education Forum	Established by the government as a consultative group including the NGA, the LGA and all the teaching and head teaching unions.
EHC	Education, health and care (EHC) plans are for children and young people aged up to 25 who need more support than is available through special educational needs support.
Employer Engagement Strategies	Designed to enhance and develop the delivery of careers education through various methods such as work experience, enterprise activities, sector specific information, stimulation challenges from employers, job specific tasks and tutorials.
Employers	Large national employers, small businesses and the self-employed.
ESB	Employment and Skills Board. Third party organisations consisting of local businesses and educational providers to identify employer skills gaps and ensure businesses have a workforce with the skill sets they need to thrive.
Executive Head	The role of executive head is used to describe a head teacher role that has elements of lead managerial responsibility for more than one school. Found in Academy chains.
Extended Schools/Services	Schools that provide a range of services and activities often beyond the school day.
FE	Further Education. Distinct from higher education offered in universities and beyond or overlaps with that of secondary school education.
FSM	Free School Meals. Refers to students who are entitled to a free school lunch due to their family being in receipt of certain other government benefits or household income being under a specific threshold. All students in Reception, Year 1 and Year 2 are entitled to receive FSM under the government's universal infant FSM programme.
G+T	Gifted and Talented. Refers to students who have abilities developed to a significantly higher level to others in their year group.
GCSE	General Certificate of Secondary Education. National exams taken in Year 11.
Governing Board	An overarching term that refers to both the board of LA maintained schools and academies/MATs (Board of Trustees).
HE	Higher Education. Post 18 education usually at universities and colleges.
IAG	Information, Advice and Guidance. This allows students to make suitable educational and employment decisions and to minimise the potential costs associated with uninformed and unsuccessful choices.
IEP	Individual Education Plan, a programme for pupils with special educational needs.
INSET	In Service Education and Training. Courses for practising teachers and school staff.
Key Sectors	Priority sectors recognised as key to future economic growth and job creation.
Key Stage (KS1 - 5)	The five stages of the national curriculum. The key stages are KS1 (age 5–7), KS2 (age 7–11), KS3 (age 11–14), KS4 (age 14–16) and KS5 (age 16–19).
Key Stage 4	The legal term for the two years of school education that incorporate GCSEs and other exams. Normally known as Year 10 and 11 in England and Wales.
Key Stage 5	Used to describe the two years of education for students aged 16-18. Often described as year 12 and 13.
LA	Local Authority. An administrative body in local government that LEPs are accountable to. LEPs may straddle multiple LAs.
LEP	Local Enterprise Partnership. Voluntary partnerships between local authorities and the private sector, set up in 2011 by the Department for Business, Innovation and Skills to help determine local economic priorities and lead growth and job creation within local areas.
LGA	Local Government Association. National organisation supporting and representing local government
LMI	Labour Market Information. Data, statistics and research about the workplace including unemployment rates, salary and demand and supply of labour. Reliable sources of LMI are the Annual Survey of Hours and Earnings, Labour Force Survey, Employer Skills Survey and Working Futures.
NASBM	National Association of School Business Managers. Comprising senior members of non-teaching staff responsible for managing non-teaching activity in a school.

National Careers Service	A publicly funded careers service for adults and young people aged 13 or over. Services include providing information, advice and guidance on learning, training, career choice, career development, job search and the labour market.
National Curriculum	This was established by the 1998 Education Reform Act to ensure that all pupils receive a broad and balanced education that is relevant to their needs.
National Leaders of Governance (NLG)	Highly effective chairs of governing bodies as designated by the National College for Teaching and Leadership. They can work with other chairs and governing bodies to help with their development and improve their school performance.
NCS	NCS is a branded the National Citizen Service, a government funded part-residential programme open to all 16 and 17 year olds in England that helps to develop employability skills.
NEET	Young people Not in Education, Employment and/or Training.
NQT	Newly Qualified Teacher.
NVQ	National Vocational Qualification, a work based qualification that recognises the skills and knowledge a person needs to do a job.
Ofqual	The Office of the Qualifications and Examinations Register.
Ofsted	Office for Standards in Education, Children’s services and Skills. Ofsted inspectors assess the quality of independent careers guidance and students’ post-school destinations in making their judgement on the leadership and management of a school. In 2013 Ofsted reported that “only one in five schools were effective in ensuring that all students were receiving the level of information they needed”.
Partner Organisation	Professional organisations/bodies who add to LEP careers provision. Key relationships will be used to mobilise volunteers.
PI	Performance Indicators. Used to evaluate the success of a school in a particular activity.
Progress 8	A measure of how much progress a student has made across 8 key subjects at GCSE.
PRU	Pupil Referral Unit. Alternative provision for pupils unable to attend a mainstream school or special school due to BESD.
PSHE	Personal, Social, Health and Economic education.
Pupil Premium	Additional funding to raise the attainment of disadvantaged students and close the gap between them and their peers.
Pupil Profile	Broad evaluation of a pupil’s personality, interests and capabilities. It forms part of the pupil’s Record of Achievement.
ROA	Record of Achievement.
SATs	Standard Assessment Tests are national curriculum tests taken at the end of Year 6.
School Census	A statutory return that takes place during the autumn, spring and summer terms. Maintained schools and academies should take part in the census.
SENCO	Special Educational Needs Coordinator. The teacher responsible for coordinating SEND provision in schools.
SEND	Special Educational Needs and Disabilities.
Skills Gap	Specific sectors can experience a skills gap, causing low job density or a lack of a skilled workforce.
SLT	Senior Leadership Team
Special School	Schools that make provision for pupils with statements of special educational needs, whose needs cannot be fully met from within mainstream provision.
Special Unit	A unit attached to a mainstream school to cater for children with specific special needs.
Sponsored Academy Chain	A group of academies sharing the same lead sponsor and usually operating as either a multi-academy trust or an umbrella trust.
STEM	Science, Technology, Engineering and Mathematics. The term is typically used when addressing education policy and curriculum choices in schools to improve competitiveness in science and technology development. Some LEP regions experience a shortage of STEM skills, reflected in their Strategic Economic Plans.
Traineeship	A traineeship is a course with work experience that prepares young people for work or an apprenticeship. It can last up to 6 months.
Work Experience	A planned programme as part of careers education that enables pupils in school time to sample experience of a working environment of their choice.