

MAYOR OF LONDON

The London Enterprise Adviser Network Induction

Delivered by Team London and Mayor's Fund for London



#EnterpriseAdvisers @TeamLdn @MayorsFund @CareerEnt



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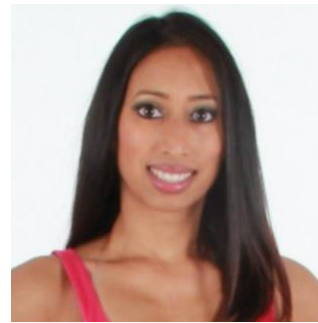
THE ENTERPRISE COORDINATOR TEAM



Aimee



Andrew



Lopa



Jordan



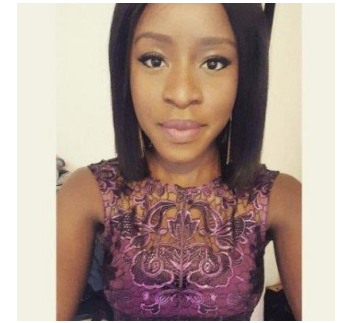
Annabel



Jamie



Stephanie



Gracia

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OUR PARTNERS

The London Network is delivered by Team London and Mayor's Fund for London.

Funded by the Careers & Enterprise Company, Central London Forward and City Bridge Trust, the City of London Corporation's charity.



Supports London Ambitions and the London Enterprise Action Partnership.



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SCHEDULE

Time	Activity
17:00 PM	Arrival
17.30 PM	Start
18:10 - 18.30 PM	Part 1: Overview & Introduction
18.30 - 19.00 PM	Part 2: The EA Journey
19.00 - 19.15 PM	Break
19.15 - 19.30 PM	Part 3: The EA Journey Continued
19.30 - 20.00 PM	Part 4: Wrap Up
20.00 - 20.30 PM	DBS Checks

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THE NETWORK SO FAR

1600+

Enterprise Advisers
(180+ in London)



1600+

Schools signed up
(125+ in London)



100+

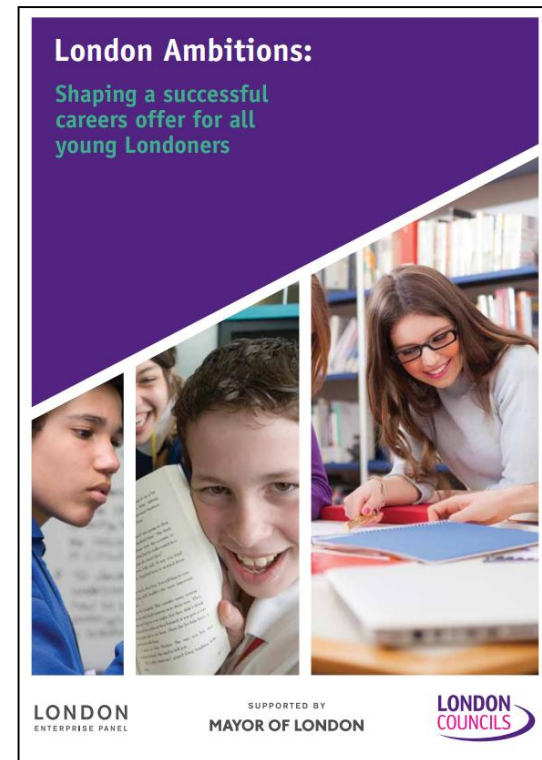
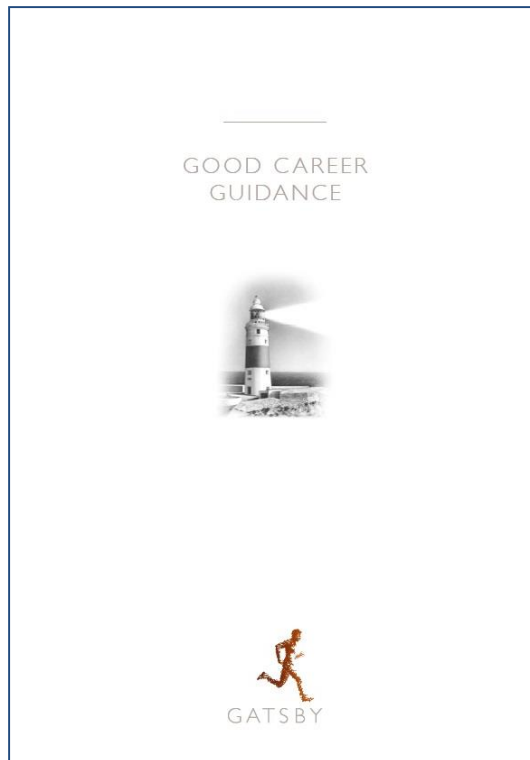
Enterprise Coordinators
(7 in London)

38

Active LEPs in England

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REPORTS



THE 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

LONDON AMBITIONS

1. Every young Londoner should have access to impartial, independent and personalised careers education, information, advice and face-to-face guidance in their local community.
2. Every young Londoner should have completed at least 100 hours experience of the world of work.
3. Every secondary school and college should have in place an explicit publicised careers policy and Careers Curriculum.
4. Every good institution will have a governor with oversight for careers.
5. Every secondary school and college should have up-to-date, user-friendly labour market intelligence/information.
6. The quality of careers provision should be strengthened by developing 'careers clusters'.
7. The London Ambitions Portal should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners.

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KEY PRINCIPLES



Work nationally and
tailor locally



Build on
what works



Test, learn
and adapt



Enable and convene
the best programmes

VALUES

Effective

Innovative

Collaborative

Trusted

Ambitious

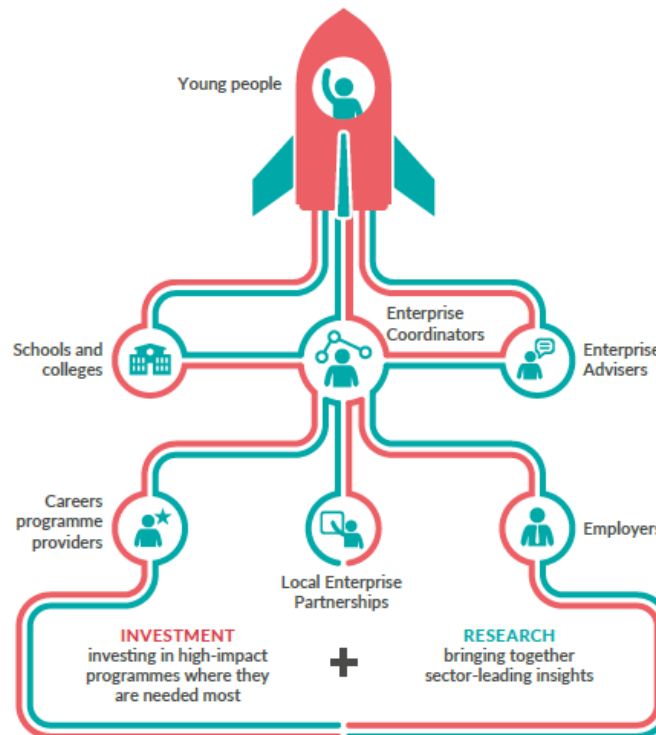
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OUR ROLE

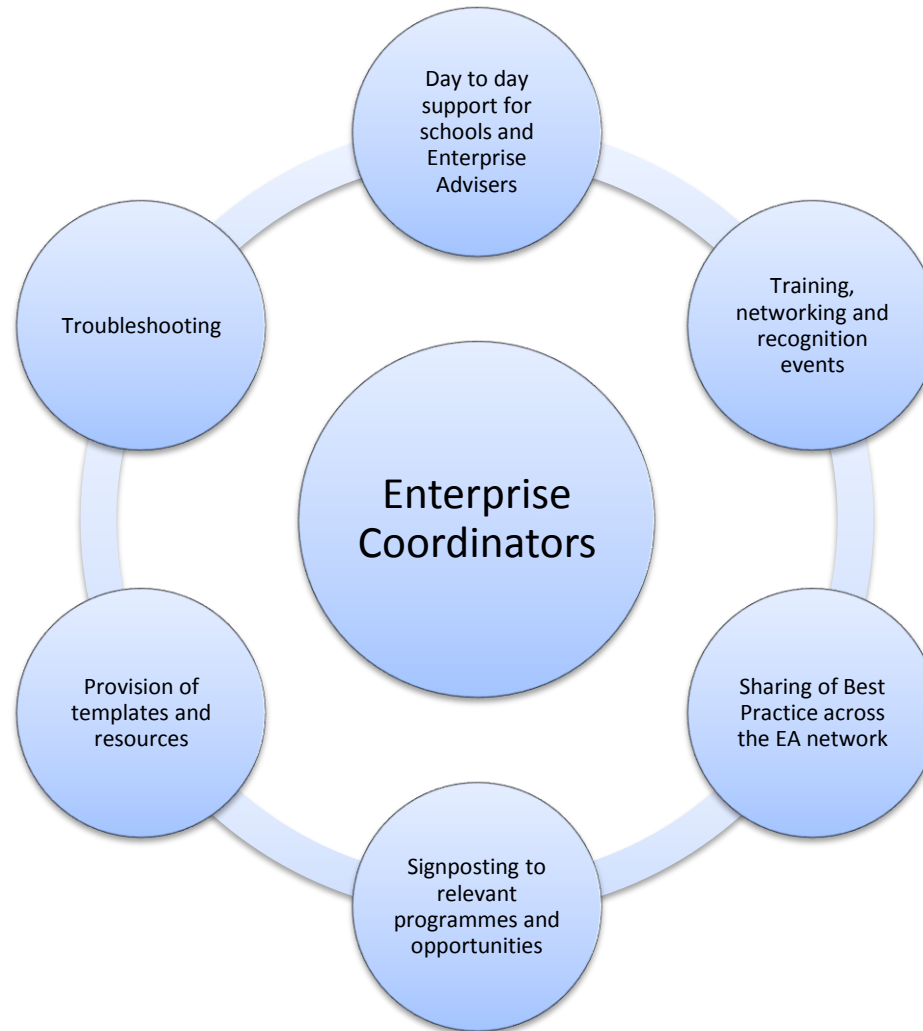
FUELLING YOUNG PEOPLE'S FUTURES

Our role is to be the national network that connects schools and colleges, employers and careers programme providers to create high-impact careers opportunities for young people.

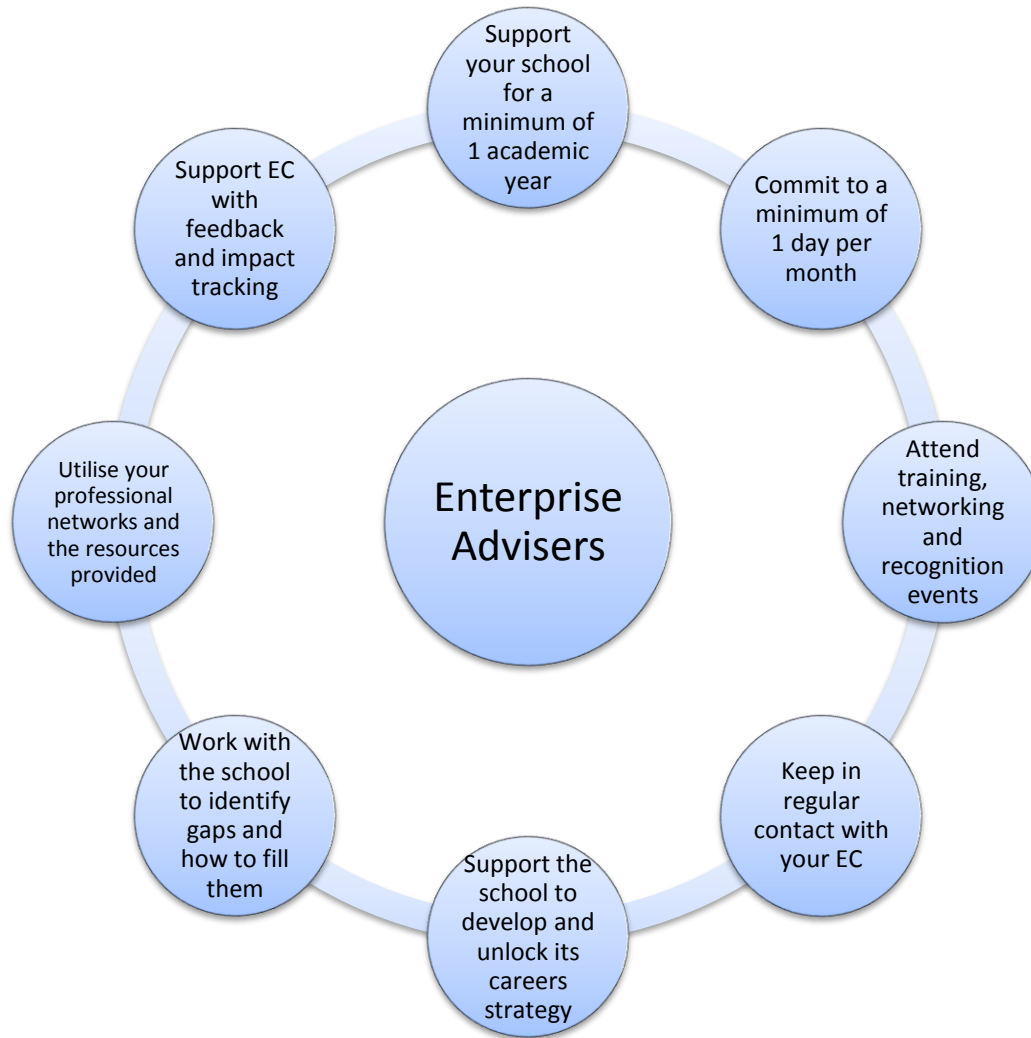
-  **Local Enterprise Partnerships** oversee the network locally
-  **Employers** help young people get 4 or more encounters with the world of work
-  **Careers programme providers** deliver high-impact careers and enterprise programmes
-  **Enterprise Coordinators** connect schools and colleges with 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



ENTERPRISE COORDINATOR ROLE



ENTERPRISE ADVISER ROLE

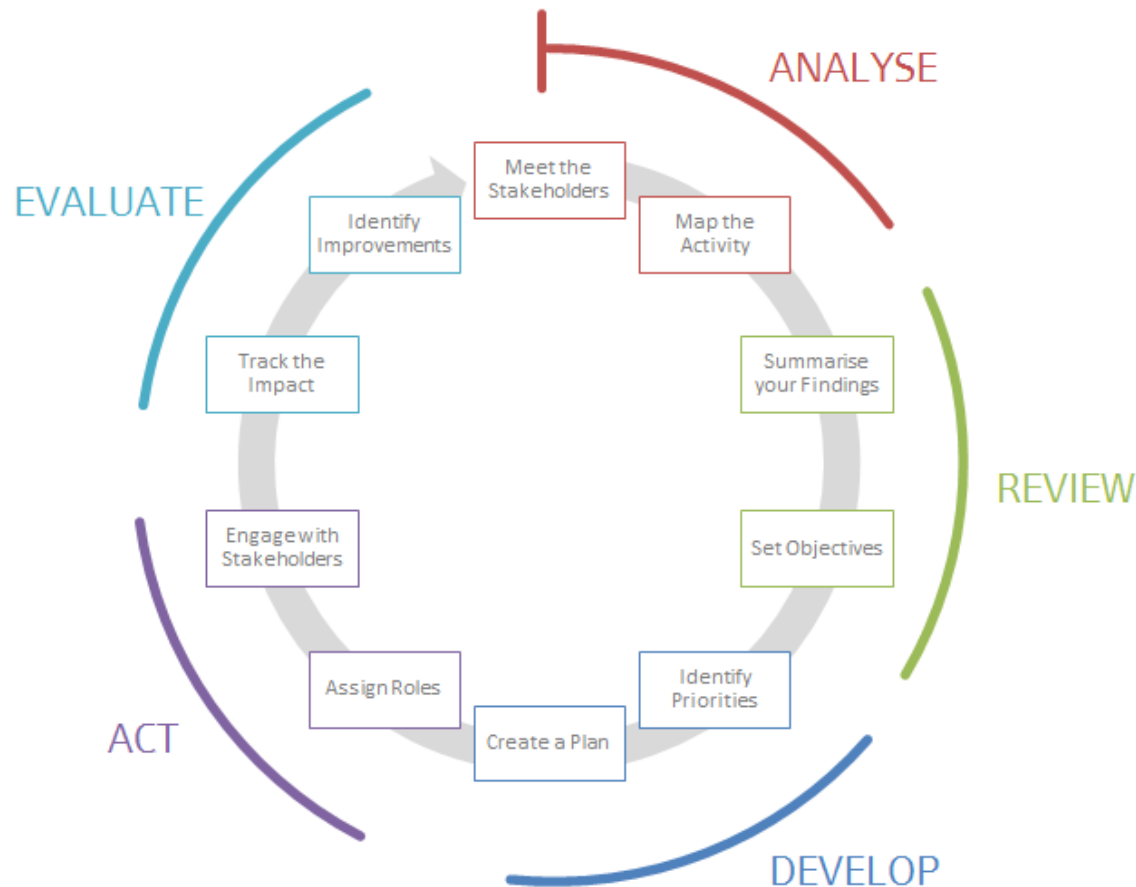


SAFEGUARDING

- Every Enterprise Adviser will need to undertake a DBS check
- We will circulate a link in the next few weeks for you to complete your application online
- We will then arrange for your documents to be checked by a member of the team
- If you are already in possession of a DBS certificate, we will still need to conduct our own check

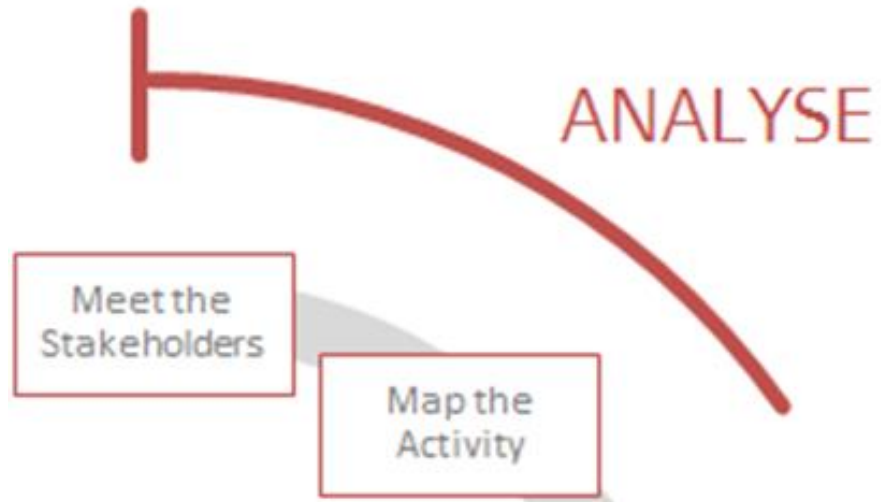
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THE ENTERPRISE ADVISER NETWORK JOURNEY



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STEP 1: ANALYSE



COMPASS CAREERS BENCHMARK TOOL

- Available to all schools and sixth forms in England
- Self evaluation of current provision – provides RAG rated report
- Benchmark existing provision against Gatsby benchmarks and national average
- compass-careers.org.uk



Section B: A stable programme

B1 A stable careers programme

5. Does your school have a whole-school careers programme that*:

Definition: A whole-school careers programme typically involves both an overarching strategy and detail of all of the activities that the school undertakes to help support every student to make better decisions about their future. It includes information, advice and guidance, should draw on expertise from within and beyond the school, and should be tailored to each student.

Please select one answer per row

	Yes	No	Don't Know
5.1 Is written down?*			
5.2 Is approved by the board of governors?*			
5.3 Has the explicit backing of senior leadership?*			
5.4 Has resources/funding allocated to it?*			
5.5 Is regularly monitored?*			
<i>Definition: 'Regularly monitored' means that data is routinely collected and regularly reviewed to make sure</i>			

STEP 2: REVIEW



NEEDS ASSESSMENT PROMPT QUESTIONS

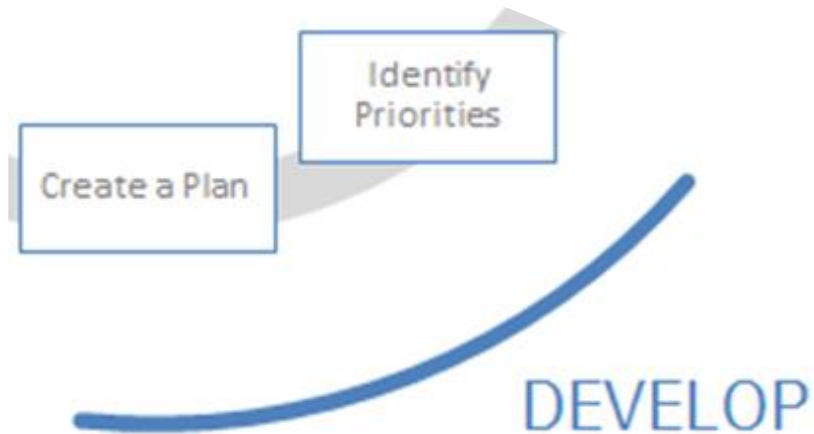
1. What areas do you feel are the schools strengths?
2. Which areas stand out as current challenges?
3. How do they engage parents, teaching staff, SLT, students, employers, programme providers and school alumni?
4. Which actions should you prioritise?

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BREAK



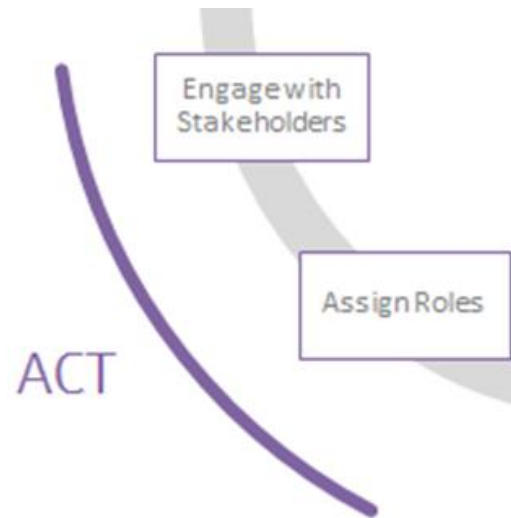
STEP 3: DEVELOP



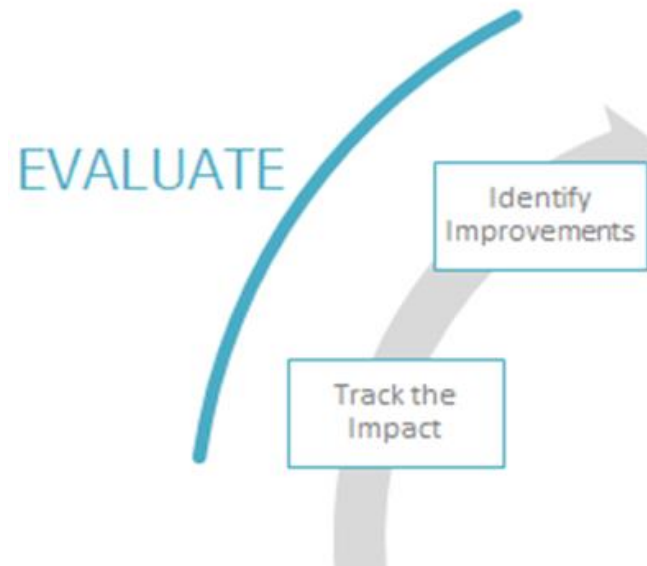
Quick wins (delivery)
vs.
Long term (strategy)

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STEP 4: ACT



STEP 5: EVALUATE



SUPPORT AND TOOLS

[illegible]

Needs Assessment Prompt Questions

Activity Audit

- Are there any year groups who are getting lots of activity?
- Are there any year groups getting very little activity?
- Do you have lots of activities in particular areas? E.g. careers talks/CV workshops
- Are there areas within the school doesn't have any activities taking place? Is there a need to focus on these areas?
- What would be the benefits of moving some activities up/down to different year groups?
- Are there some types of activities that you feel are more important than others? Does this depend on year group?
- How do you find out about careers organisations/activities?
- Do you record the successes/challenges of activities? If so, where are these kept?
- Who sorts out the data? How can you get teachers involved in the process? E.g. curriculum based activities
- Do you know which careers or higher education options your students are particularly interested in? Are you able to aim your activities towards certain students or student groups?
- How do you select your groups? Do you have any problems with this?
- What are the common barriers?

Guides and Templates



Compass – the careers benchmark tool
A self-evaluation tool for all secondary schools and 6th Forms in England

is self-evaluation tool, Compass, will help you to gain a greater understanding of how your school's provision of career education and guidance compares to the model of good practice set out in the [tsby Charitable Foundation's Good Career Guidance Benchmarks](#). It will help you identify both strengths and areas for improvement.

External Resources



London Ambitions: Careers Curriculum
A Resource Supporting Your Careers Strategy

Reports



Online Support



Enterprise Coordinators

THE TOOLKIT

- An overview of a range of careers and work-related learning initiatives
- A launch pad for conducting your own research in your role
- Signposts to additional resources



USING THE TOOLKIT

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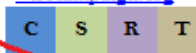
Employer-led Curriculum Learning

This consists of representatives from the world of work supporting teaching within the classroom by co-delivering aspects of the curriculum during lessons. The support from employees from particularly industries allows young people to link their own learning to the world of work and hear about people's own experiences.

WISE

This organisation inspires girls and women to study and build careers in science, technology, engineering and manufacturing (STEM). WISE deliver a series of 'Create Your Future' workshops aimed at girls in Key Stage 4 and 5 (aged 13-22).

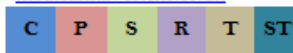
wisecampaign.org



Medical Mavericks

Medical Mavericks provide workshops for young people in primary and secondary schools, promoting medical careers, providing after school club activities to teach young people about the range of careers within the medical profession. From Key Stage 4, workshops around Sports Science courses are also offered.

medicalmavericks.co.uk

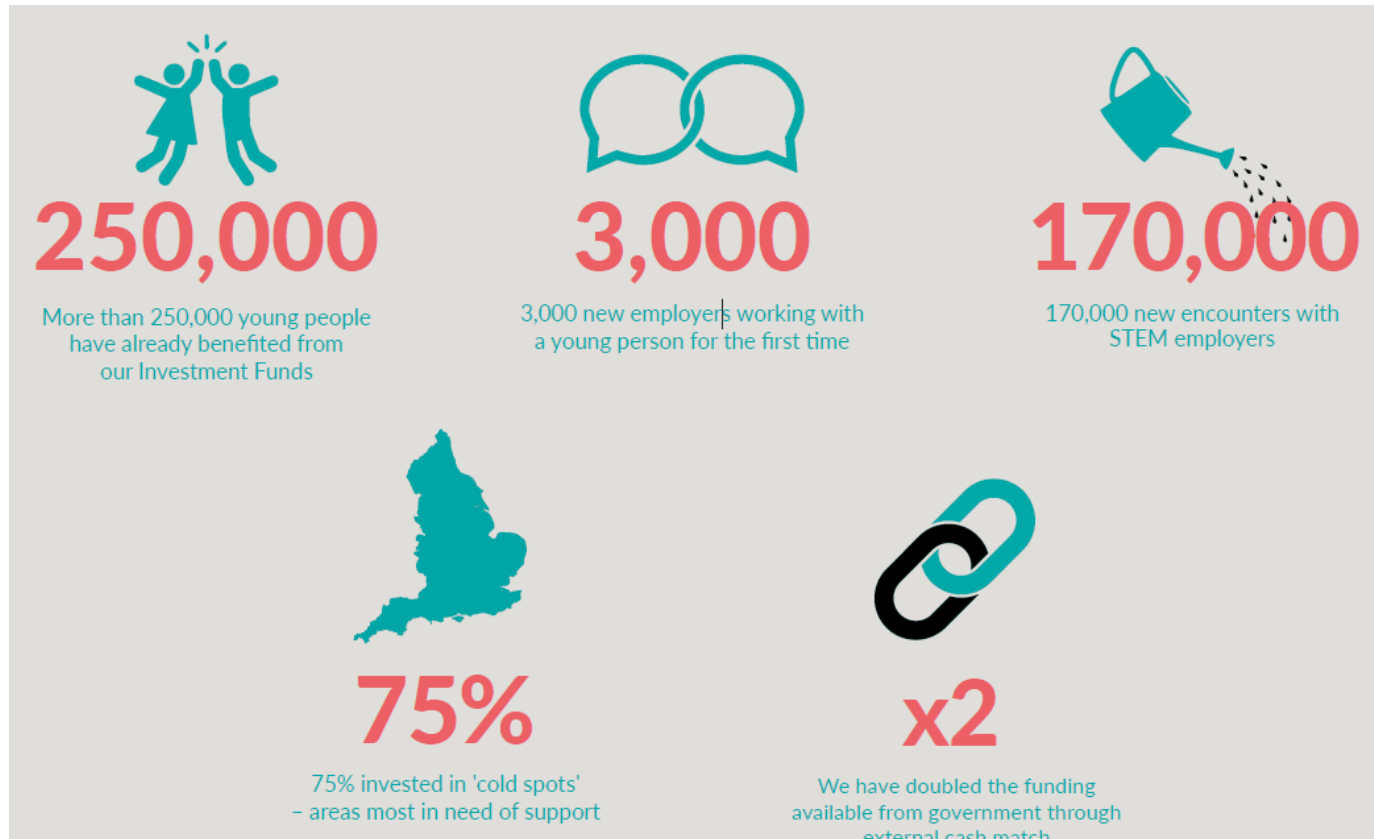


Toolkit Key

F Free	V Vocational
PF Partially Free	R Provides Resources
C Costed Programme	T Aimed at Teachers
P Primary	ST Aimed at Students
S Secondary	

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CEC FUND BENEFICIARIES



NEXT STEPS

- Assigning an Enterprise Coordinator
- Introductions and Matching
- Your First Meeting
- DBS Checks
- Consent Declaration Form
- LinkedIn
- Boroughs Breakfast

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QUESTIONS



WHAT OUR NETWORK SAYS

“With an interest in implementing work placement opportunities in businesses, I believe working with schools is a good way to start my research.”

Enterprise Adviser

“Enterprise Advisers is the most worthwhile experience. The volunteers add invaluable expertise to the school”.

School Lead

“As a talent consultant, I very often hear education blame industry for not assisting in the careers curriculum enough and industry blame education for not acting quickly enough, so to be able to do something to change that was appealing.”

Enterprise Adviser

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THANK YOU FOR COMING

EnterpriseAdvisers@London.gov.uk

Search 'London Enterprise Adviser Network'

www.careersandenterprise.co.uk



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