

This guidance is provided as part of the [STEM Careers toolkit](#)<sup>1</sup> produced for Careers Leaders in secondary schools and colleges. It provides ideas and practical suggestions on how STEM-specific content can be used to support achieving the [Gatsby Careers Benchmarks](#)<sup>2</sup>. For wider advice and guidance on the Gatsby Careers Benchmarks, visit the [Careers & Enterprise Company website](#)<sup>3</sup>. All references and weblinks are provided in full at the end of this document.



## Gatsby Careers Benchmark 8 Personal guidance

### For schools

Every student should have opportunities for guidance interviews with a careers 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 students, but should be timed to meet their individual needs.

### For colleges

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

## What this means for STEM

### ✓ Top tips

- 1 Equip your careers adviser with [STEM careers posters, flyers and resources](#)<sup>4</sup>, and ensure these are available in any careers areas.
- 2 Help your careers adviser to signpost STEM opportunities during their personal guidance sessions, by providing them with a calendar of your STEM-specific events and activities.
- 3 Check that your careers adviser is aware of the local [STEM Ambassador Hub Network](#)<sup>5</sup> and has access to [STEM volunteers](#)<sup>6</sup> to support with careers interventions.

## Useful resources

- 1 Find your local [STEM Ambassador Hub](#)<sup>5</sup> and attend a STEM careers networking event
- 2 [STEM Learning STEM Careers resource collections](#)<sup>4</sup>
- 3 Find out about [Gatsby Benchmark 8](#)<sup>7</sup>
- 4 **Employer volunteer programmes:**
  - STEM Ambassadors: [www.stem.org.uk/stem-ambassadors/find-a-stem-ambassador](http://www.stem.org.uk/stem-ambassadors/find-a-stem-ambassador)
  - Inspiring the Future: [www.inspiringthefuture.org/schools-and-colleges](http://www.inspiringthefuture.org/schools-and-colleges)
  - Speakers for Schools: [www.speakersforschools.org](http://www.speakersforschools.org)
  - Founders4Schools: [www.founders4schools.org.uk/educators](http://www.founders4schools.org.uk/educators)
  - SIP Ambassadors: [www.scienceindustrypartnership.com/sip-ambassador-programme/information-for-schools](http://www.scienceindustrypartnership.com/sip-ambassador-programme/information-for-schools)
  - The STEM Exchange: [www.stemexchange.co.uk](http://www.stemexchange.co.uk)



### Communicate the STEM features of your careers programme to your careers adviser

As well as supporting students, your careers adviser (and any associated employability teams) are another source of STEM-specific information for colleagues, students and parents. Use their expertise to support your careers strategy and make the best use of the careers expertise available in your organisation.

- ✓ Make your STEM colleagues aware of your careers adviser provision and, if possible, enable your colleagues to ask for further careers support in their subjects.
- ✓ Where possible, invite your careers adviser to join trips to STEM employers, further education and higher education providers. This will help them to gain first-hand experience of local STEM opportunities.
- ✓ Provide your careers adviser with a record of the STEM careers activities available so that the careers adviser can signpost them as part of personal guidance sessions.



### Provide STEM careers materials for guidance

Your careers adviser will need access to STEM-specific careers information, in preparation for personal guidance sessions.

- ✓ Check that your careers adviser has access to STEM-specific LMI and that they are aware of future local demand for STEM skills (see Benchmark 3 for ideas of how to access STEM-specific LMI).
- ✓ Provide STEM-specific careers materials in your careers areas and library. Collect STEM careers posters, flyers<sup>8</sup> and resources<sup>4</sup>, and share these with your careers adviser.



### Signpost STEM-specific careers networks

Your careers adviser may be able to help create additional links to STEM employers and training providers.

- ✓ Find out about the STEM-specific networks that your careers adviser is involved in. Are they aware of the network support that you are accessing?
- ✓ Check that your careers adviser is aware of the local STEM Ambassador Hub Network<sup>5</sup> and is aware of how to access STEM volunteers (see Benchmark 5 to find out more about how to arrange support from employers and volunteers).
- ✓ Where possible, invite your careers adviser to attend local careers networking meetings and STEM-specific careers events.



### AN EXAMPLE OF ...

### Using an employer to support STEM-specific careers advice

Cheshire College South & West, Crewe Campus<sup>9</sup> wanted to prepare learners on the BTEC National Diploma Level 3 Engineering for the next stages in their careers. They made contact with a local engineering recruitment agency employer and arranged for them to provide support in a careers session run by the careers adviser.

**The session included:**

- guidance on job application processes, including how to present their skills, experience and qualifications on their CV
- information on the local engineering labour market, including recruitment trends within the engineering sector
- an opportunity to discuss how the skills and experiences learnt during their studies will be applied to the world of work

*“Working with employers on campus helps to bring authenticity and reality to employability and careers work. It validates the advice we give to learners and shows the genuine expectations of employers and opportunities available. For example, what to expect in selection processes and potential future earnings with professional development.”*

**Careers adviser**



**AN EXAMPLE OF ...**

**Using industry experience to support personal guidance**

**Dany Green is the Careers Leader at XP School in Doncaster. She undertook a three-day work placement with the Radiotherapy Department at Musgrove Park Hospital, as part of the Grand Challenges, ENTHUSE Placement programme<sup>10</sup>.**

*“As a school, we are really strong at providing experiences within IT and engineering. The healthcare industry was an identified knowledge gap so I decided to take part in a placement within this industry to personally update my own knowledge, gain first-hand experience of different healthcare careers and build a relationship with the NHS.*

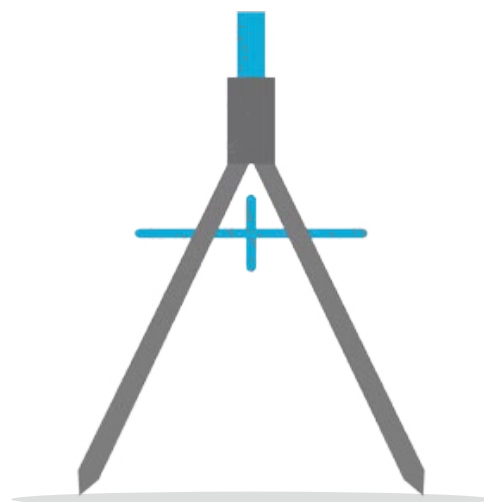
*Before I went on the placement I had already had many conversations with students wanting to know more about healthcare and the pathways into healthcare careers. Children always think of careers such as: doctor, nurse and physiotherapists but they don’t always understand how to get there or that there are lots of other careers related to healthcare. Being part of the industry for three days has increased my awareness of healthcare careers and how these can be linked to other areas of the curriculum. I now feel like I can more confidently guide students and have contacts in the industry who can keep us up to date as career information changes.*

*The next steps for me are to continue to grow our relationships with the NHS, exploring new careers activities and potentially, work experience opportunities for students.”*

If you are interested in organising a short work placement for yourself or a colleague, contact your local careers networks to explore setting up an opportunity (Careers & Enterprise Company Network<sup>11</sup> and STEM Ambassador Hub<sup>5</sup>).

## References

- <sup>1</sup> [www.stem.org.uk/rxgajd](http://www.stem.org.uk/rxgajd)
- <sup>2</sup> [www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks](http://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks)
- <sup>3</sup> [www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)
- <sup>4</sup> [www.stem.org.uk/stem-careers/](http://www.stem.org.uk/stem-careers/)
- <sup>5</sup> [www.stem.org.uk/stem-ambassadors/local-stem-ambassador-hubs](http://www.stem.org.uk/stem-ambassadors/local-stem-ambassador-hubs)
- <sup>6</sup> [www.stem.org.uk/stem-ambassadors/find-a-stem-ambassador](http://www.stem.org.uk/stem-ambassadors/find-a-stem-ambassador)
- <sup>7</sup> [www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks/gatsby-benchmark-8](http://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks/gatsby-benchmark-8)
- <sup>8</sup> [www.stem.org.uk/resources/community/collection/448544/posters-and-flyers-promoting-careers-stem](http://www.stem.org.uk/resources/community/collection/448544/posters-and-flyers-promoting-careers-stem)
- <sup>9</sup> [www.ccs.ac.uk/](http://www.ccs.ac.uk/)
- <sup>10</sup> [www.stem.org.uk/enthuse-placements](http://www.stem.org.uk/enthuse-placements)
- <sup>11</sup> [www.careersandenterprise.co.uk/schools-colleges/join-our-network](http://www.careersandenterprise.co.uk/schools-colleges/join-our-network)



STEM Learning is the largest provider of education and careers support in science, technology, engineering and mathematics (STEM). We work with schools, colleges and others working with young people across the UK.

Our mission is to improve lives through education and ensure that every young person across the UK can access the world-leading STEM education they deserve. Inspirational teaching is vital and supporting teachers, alongside students, is fundamental to our approach. We provide teachers with professional development, educational resources, access to STEM Ambassadors and support for STEM Clubs.

[www.stem.org.uk](http://www.stem.org.uk)