



BRIDGE GM

Careers Leader Briefings

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Welcome

Karl Grimes

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- **Hear from...** An opportunity for Careers Leaders to hear from Careers Leaders through a facilitated conversation about their best practice, approaches and strategies.
- **Chat with...** An opportunity to have a conversation with members of the Bridge GM team to explore information from the Careers Leader Handbook.
- **Collaborate with...** An opportunity for your Enterprise Coordinator to connect you with other Careers Leaders and Enterprise Advisors in your area to collaborate on shared priorities and/or gaps in provision and share resources.

Session Aims

By the end of the session, we hope that you will:

- Share successes and challenges and the changes that Covid-19 has brought our joint careers work.
- Understand Greater Manchester's approach to recovery and your place in the recover plan
- Know how to access support that is available to you and to utilise it.



What challenges are you facing currently?

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Strategic Objectives – what we are working towards?

- Embed careers education to be on a par with other major school / college strategic priorities
- Develop workable careers education plans that can show impact at a local and national level
- A demonstrable pan-GM model of improvement

Ambitions for Greater Manchester

- Increase the social capital of GM's young people, in particular, some of our most disadvantaged young people by connecting the wide reaching networks of all our EAs to every school and college
- Create clear alignments between the flow of talent from education with the needs of industry and GM's labour market skills gaps
- Add capacity to the leadership of careers education by supporting a strategic process of improvement to collectively improve the outcomes and life chances of young people



**What challenges do you anticipate facing in
the next academic year?**

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On-going support from Bridge GM

- Monthly planning and development with your EC and EA
- Weekly newsletter
- On-going support with GMACS on-boarding
- Compass+ training (TBC)

Our commitment to you

- Supporting you to develop a strategic careers plan
- CPD offer
- Expansion of our careers hub
- Creation of communities of practice
- Revamped Bridge GM website
- Ongoing development of GMACS
- Meet Your Future



Questions

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Do you have any examples of how you have delivered your careers programme in a virtual environment?

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National Update

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National Update

- Funding extension
- Compass update
- Guidance for BM5,6, and 7
- Resources
- CPD
- Compass+ integration and functionality

Emerging guidance on virtual encounters

Gatsby BM 5 – Encounters with employers and employees & Gatsby BM 7 – Encounters with further and higher education

The following criteria should be applied to a BM5 and BM7 encounter to test whether it is sufficiently meaningful in virtual format:

- learning outcomes are defined, based on the age and needs of students.
- encounter involves two-way interaction between students and employers/providers
- there is evidence that the student actively participated.

Gatsby Benchmark 6 – Experiences of the workplace

For BM6, the key criteria are:

- student meets a range of people from the workplace
- there is extensive two-way interaction between the student and employees
- student has to produce a piece of work relevant to that workplace and receive feedback on it from the employer

Process underway:

- *Roundtable held with Gatsby, DfE, CEC, schools, employers*
- *Initial guidelines drafted*
- *Consultation process shortly*
- *Detailed guidance to follow by September*

Updating Compass

Guiding principles

- The efficacy of the EAN and Careers Hubs are determined publicly by Compass data – we must consider data integrity
- We need to make this as simple as possible for Careers Leaders
- We need consistency across the country in how CLs approach Compass completions

We have made changes in Evaluations and Plans to help you record the impact of COVID-19 on your evaluation score and Careers Activity Plan.

1. Does your latest Compass evaluation contain planned activity which may not be completed?
2. Select all benchmarks that would have been higher in this evaluation had COVID19 not happened.
3. How has COVID19 impacted on this year's careers activity plan?
4. How do you anticipate COVID-19 impacting on next year's careers activity plan?



**Are there any barriers to delivering your
careers programme in a virtual way?**

**How can we support you to innovate and
overcome barriers collectively?**

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Youth Picture

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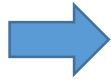
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Greater Manchester Recovery: Creating a Youth Guarantee for the city-region's young people

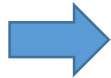
A recovery response needs joined up thinking and joined up working, utilising the combined strengths of our communities, schools, colleges, local authorities, delivery partners and central government in a co-ordinated partnership. The core group of education, skills and employment support partners that comprise GM's Employment and Skills Advisory Panel (ESAP) & the Children's Board will be key to this, operating in effect as a sub-group of GM's Gold Command with a focus on the planning and co-ordinating of skills and employment elements of GM's economic recovery.

The areas for action are categorised by three phases:

**Release of
Lockdown**
(0-2 months)



**Living with
Covid-19**
(0-12 months)



**Building Back
Better**
(Beyond 12
months)



It is important to note these phases will not be distinct from one another, and a 'blurring' between timescales is fully anticipated, also that multiple phases will be operational at the same time

The following slides set out some initial thinking about:

- **the impact on young people**
- **the key themes arising from emerging research and evidence**
- **What our young people are telling us**
- **The GM programmes we can repurpose, align and enhance in support of our collective recovery plan**
- **How we intend to support and mobilise action and activity**

Understanding the impact of Covid-19 on our young people in GM: Key Themes and Numbers

Keeping Connected

Increased challenges caused because of **social and digital exclusion**, particularly amongst young people who are most disconnected and disadvantaged

Staying Well

Greater risk of **poorer mental health and wellbeing** caused by social isolation, reductions in support and increased anxiety about the future

The impact on 16-24 year olds

Reducing Economic Inequalities

Increased chances of young people experiencing **longer-term labour market inequalities and challenges** because of the consequences of the pandemic

Making Effective Transitions

Greater risk of **poorer transitions from school and college**, particularly for those young people in Years 11 and 13, and for those seeking employment

Why this matters?

- Research from the Education and Employers Taskforce shows that a young person who has **four or more meaningful encounters with an employer is 86% less likely to be NEET** and can earn up to 22% more during their career.
- Yet economic uncertainty caused by the Coronavirus has already resulted in **the majority of employers offering less opportunities to young people**.
- Economic uncertainty and **labour market volatility has a greater impact on those individuals with less experience and/or fewer connections**, meaning many young people will face challenging conditions as we move forward
- The impact on our socio-economic structures **requires a holistic and dynamic Guarantee for our young people**, covering access, inclusion, health, learning and employment

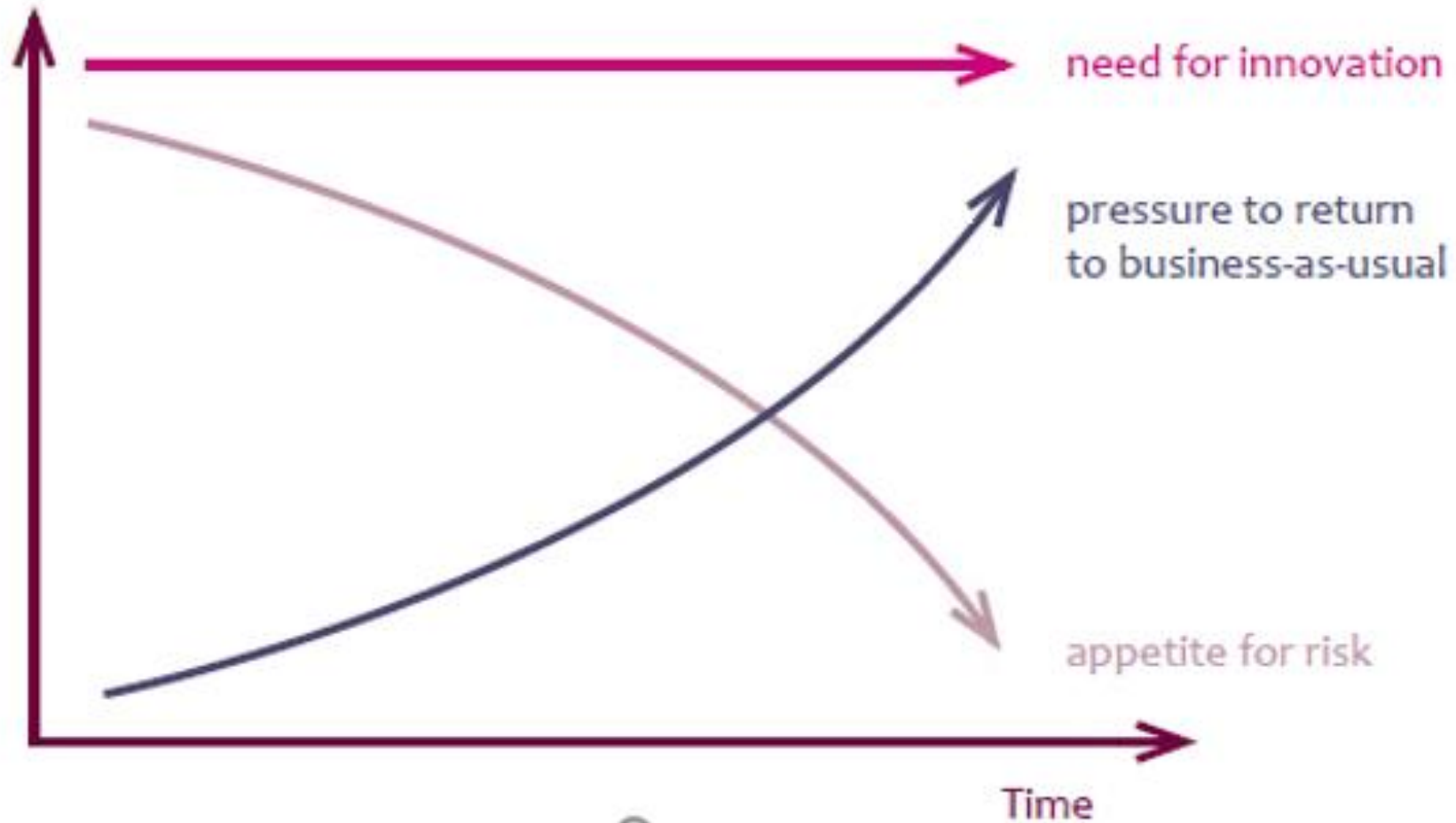
Following the last recession, nearly 1 in 5 young people spent a period of time NEET in preceding year – a crisis that is similar or worse than this could result in **60,000 – 80,000 young people spending time NEET** over the next year

44,000 — No. of 16-24 year olds in GM that spent some time NEET during 2018 based on GMCA estimates

65,000 — No. of 16-24 year olds in GM that could become NEET over the next 12 months if the impact is similar to 2008

80,000 — No. of 16-24 year olds in GM that could become NEET based on a 25% unemployment rate

Strategic careers leadership





GMACS

Louis Garbutt

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Helping young people to navigate their options via GMACS

Our GMACS platform is always available – it provides advice, guidance and support for those in education and those who still aren't sure. We continue to build more resource through the platform – it's there for our young people, supporting and signposting them to opportunities and wider services across GM.

Keeping Connected

(e.g. Our Pass, GM Tech Fund)

Staying Well

(e.g. Mental Health Services)

Making Effective Transitions

(e.g. National Citizen Service)

Reducing Economic Inequalities

(e.g. Supported Apprenticeships)



Support

Online chat function
Careers management support (via Xello)

Signposting

Guidance professionals
Digital mental health services
Online application processes for school and college leavers



GMACS

Inspire. Explore. Apply.

Co-ordinated support from Bridge GM, LAs and specialist / targeted services

Promoting offers from Colleges, Training Providers, employers and third sector partners

Working with young people to shape and curate content

Content

Dynamic content, including podcasts, conferences and webinars
Updated content and news section

Opportunities

Apprenticeship vacancies and work-related learning opportunities
Youth volunteering and social action
Our Pass opportunities



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What support would you like in:

Identifying priorities for the next academic year?

Amending your careers programme?

Connecting with others?

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Next Steps...

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Next Steps...

- Review careers programme
- Speak to your Headteacher about the Headteacher report
- Identify the impact Covid-19 has had on provision
- Have conversations with your EC/EA/SLT about priorities for the next academic year.
- On board digital platforms prior to September