How can you make the Careers Impact Internal Leadership Review a collaborative process?

Here is a summary of how different primary schools approached the review process during the testing phase:

Leadership of the review process

The four most popular approaches were:

- Review carried out with multiple school staff and without external support.
- Review carried out with multiple school staff, facilitated by Trust/Careers Hub.
- Review carried out by a senior leader, with no meeting, and outcomes shared with another member of the SLT to review/check.
- Two schools carried out review together, facilitated by their Trust.

Those leading the review varied in seniority, ranging from an executive headteacher to classroom teachers. However, the majority were senior leaders, while wider staff participation (e.g. curriculum and pastoral leads) enriched discussions by bringing practical insight, challenge, and context.

Preparation for the review

- Some schools asked teachers to review the model independently in advance of a 1-2 hour meeting, while others first engaged with it collaboratively during the review.
- Where pre-reading was given, it supported more efficient reviews by helping staff identify relevant evidence ahead of time.
- Some schools collected a simple base of evidence prior to the review, including information about existing careers provision and student participation, curriculum mapping and inclusion evidence.

I got different points of view from the SENCO, who's the pupil premium lead. She could bring in that data to sort of look at that data and then think, okay, how can we use this data to help inform what we're going to be doing next? **Careers lead, primary school**

It was really good for me as a lead [for CRL] because I'd put us on a pedestal, and it was really clear from that open discussion that actually there was still a lot of work to do. So, we came together and debated, and then came up with an agreement, and set targets from that. **Assistant headteacher and careers lead, primary school**

Some of us had slightly different opinions on where we were on some bits of it. So, it's coming to that consensus of where we actually are because it's easy to have a very positive view, but then actually when you break it down to realise there might be a bit of a step in there. **Headteacher, primary school**