

Statutory Guidance: *the duty to secure independent and impartial careers guidance for young people in schools* (March 2013). This guidance was revised by the Department for Education (DfE) and republished in April 2014 as:

Careers guidance and inspiration in Schools: *statutory guidance for governing bodies, school leaders and school staff* (April 2014)

(See: <https://www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools>):

Summary of revised statutory guidance (April 2014)

(Italics are used below to highlight main changes/points of interest in the revised guidance. Underscored text is used to highlight particular points of interest. The DfE's guidance uses the term 'must' when the person/organisation in question is required to do something in law and 'should' when setting out a requirement in the statutory guidance to which they should have regard.)

- **Intended audience:** (Page 3)

Governing bodies, *school leaders and school staff in maintained schools, academies and free schools* and local authorities that maintain pupil referral units. (Para 6)

- **Key points** (Page 5/6)

The duty on schools, to secure independent careers guidance for *all year 8-13 pupils*, is intended to *expand* advice and guidance for young people... Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring *every* pupil through more real-life contacts with *the world of work* can help them understand where different choices can take them in the future. (7)

The government commissioned Ofsted to conduct a thematic review to assess progress during the first year of operation of the duty [...] Ofsted's report '*Going in the right direction?*' [September 2013] showed that while some schools have responded well ... *the majority of schools need to do more* to set high expectations for all pupils and provide high quality advice and guidance ... (8)

Ofsted has been giving careers guidance a higher priority in school inspections since September 2013, taking into account how well the school delivers advice and guidance to all pupils in judging its leadership and management. (10)

Schools must *work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.* (12)

- **Statutory Duty** (Page 7)

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds) (15)

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships and other vocational pathways
 - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given (16)
- **What must the governing body do?** (Page 7)

The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should take account of the following points:

Schools should:

- Provide sustained *contacts with employers, mentors and coaches* who can inspire pupils with a sense of what they can achieve and help them understand how to make this a reality.
 - Have a strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils rather than an ad-hoc set of activities.
 - Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors.
 - Consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.
 - Note that website access is not sufficient in itself to meet the statutory duty.
 - Note that [although] *in-house arrangements for providing advice and guidance to pupils can be maintained ...these in themselves are insufficient to meet the duty*. In-house support *...must be combined with advice and guidance from independent and external sources to meet the school's legal requirements*.
 - *Work to prevent all forms of stereotyping in the advice and guidance they provide*, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. (17)
- **Responsibilities of Schools** (Pages 8/9)

... Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. (18)

In particular, schools should make clear to pupils that if they do not achieve a grade C or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – no institution will receive public funding to teach young people up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. (19)

Schools should ensure that [...] pupils understand that a wide range of career choices require *good knowledge of maths and the sciences* [and] that pupils are exposed to a diverse selection of professionals [...] which require *STEM subjects* [...]. *Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age. (20)*

Schools should offer pupils the opportunity to develop *entrepreneurial skills for self-employment* – and *make it clear that [self employment] is a viable option (in fact it will be necessary for many)*. Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers. (21)

Schools should ensure that high attaining pupils are supported to make an informed choice about whether *to aim for university [...] or an apprenticeship as an equally high calibre and demanding route into employment and higher education ...* (22)

Schools should ensure that all students are aware of out of school opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities. (23)

All Schools and Academies can access information on Bradford Council's partnership work with Schools, Employers and Apprenticeship Providers via Bradford Schools Online (Policy for 14-19 Education) at: <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3214#Intro>

- **Inspiring Young People** (Page 9)

Schools should create a learning environment which [...] encourages pupils to tackle real life challenges [...] to manage risk and to develop their decision making, team building and problem solving skills. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils [...] *This approach can particularly benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Work experience plays an important role for post-16 pupils.* (25)

- **Building strong connections with employers** (Page 9/10)

There is currently a mismatch between the careers that young people want to pursue and the opportunities available. *Choices made at school should be based on a clear view of the current labour market and how opportunities may change in the future.* (27)

Every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy [...] (29)

A number of organisations are working to change the culture of education business relationships, making it easier for employers and educators to work together to benefit pupils. [...] Schools can sign up to Career Academies UK, who provide structured programmes giving 16-19 year olds access to the world of work. [...] (30)

Schools should help pupils gain the confidence to compete in the labour market *by providing opportunities to gain the practical know-how and attributes that are relevant for employment.* Increasing contact with employers will help to raise the profile of the importance of career choices *but the school's overall strategy for advice and guidance should recognise that some pupils will need additional support before they are ready to make decisions about their next steps.* (31)

All Schools and Academies can access information on Bradford Council's partnership work with Schools and Employers via Bradford Schools Online (Policy for 14-19 Education) at: <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3214#Intro>

- **Helping pupils to access information on the full range of education and training options and engage with other local learning providers** (Pages 11/12)

Schools must secure independent guidance that includes information *on the full range of education and training options, including apprenticeships and vocational pathways.* This should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities. *In*

good time before decision points schools should ensure that pupils are informed about the options available [...] (34)

Schools should make sure pupils can find out more about the range of options available by *giving other providers who wish to do so the opportunity to inform pupils directly about what they offer*. These could include further education and sixth form colleges, studio schools, university technical colleges and employers and other providers delivering apprenticeships. [...] Schools have a responsibility to act impartially and recognise that some pupils will flourish most successfully by pursuing education or training options beyond the school.

- **Face-to-face advice and guidance** (Pages 12/13)

Schools should secure access to face-to-face advice and guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities. (40)

For information on Bradford Council's approach to supporting the District's Schools and Academies in the provision of Connexions Services contact Kathryn Loftus from Children's Services' 'Education, Employment & Enterprise Team': kathryn.loftus@bradford.gov.uk (01274 385831)

- **Duty to participate in education or training after 16** (Pages 12/13)

Schools must ensure that young people are clear about the duty and what it means for them. In particular they must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study. (42)

Further information on Raising the Participation Age can be found at:

<https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>

- **Working with Local Authorities** (Pages 13/14)

Schools should work with local authorities to identify those at risk of not participating post-16. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place. This process is increasingly important now that the participation age is being raised. (44)

For further information on the local implementation and recording of the September Guarantee contact John McDermott of the Children's Services' 'Education, Employment & Enterprise Team': john.mcdermott@bradford.gov.uk (01274 385549)

- **Information sharing** (Page 14)

Schools must provide relevant information about all pupils to local authority support services. This includes basic information such as the pupil's name, address and date of birth. (45)

Schools should also provide other information that the local authority needs in order to support the young person to participate in education or training. This may include, for e.g., information to help identify those at risk of becoming NEET post-16, young people's post-16 plans and the offers they receive along with their current circumstances and activities. *However, schools must ensure that they do not provide this additional information if a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed them not to share information of this kind with the local authority.* (46)

Schools should work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. All educational establishments (including maintained schools and academies) have a duty to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an education or training programme before completion. It is for schools and local authorities to agree local arrangements for ensuring this duty is met. (47)

For further information on information sharing and tracking issues in a local context contact John McDermott of the Children's Services' 'Education, Employment & Enterprise Team':
john.mcdermott@bradford.gov.uk (1274 385549)

- **Targeted Support for vulnerable and disadvantaged young people** (Pages 14/15)

Schools should work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support drawn from a range of education and training support services available locally. (48)

Pupils in alternative provision (AP) are a particular group who may require targeted support in order to achieve their full potential. Local authorities maintaining pupil referral units, AP academies and AP free schools should have high aspirations for these pupils and consider developing links with mainstream schools in order to broaden the experiences and advice that are provided to them. (49)

Schools should ensure that young people understand that the 16-19 Bursary Fund has been set up to support those in financial hardship, *and that they need to speak to their post-16 education or training provider to find out more information.* (51)

All Schools and Academies can access updates and information on the EFA's 16-19 Bursary Fund via Bradford Schools Online (Post 16 Funding and Policy) at:
<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3172>

- **Ensuring adequate support for pupils with SEND** (Page15)

Schools should have high aspirations for all pupils with special educational needs (SEN) and disabilities, and support them in preparing for the next phase of education or training and beyond into adult life. Pupils with SEN or disabilities should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They should also be given information on the full range of specialist provision that is available and the support available to help them access the provision. (52)

Schools should make use of the local offer published by the local authority which will set out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. Schools should work closely with local authorities, who have an important role to play, in particular through the provision of SEN support services and Statements of Special Educational Needs/Learning Difficulty Assessments and Education, Health and Care Plans. Where a student has an Education Health and Care Plan, all reviews of that Plan from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society. (53)

All Schools and Academies can access updates and information on Bradford Council's work on the implementation of the Children and Families Act via Bradford Schools Online (Special Educational Needs and Disability) at: <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3297>

- **Working with Jobcentre Plus** (Page15)

Jobcentre Plus can play a role in supporting an effective transition from school to work for young people. Schools could work with their local Jobcentre Plus to develop a smoother pathway between education and work. This may mean in practice:

- Jobcentre Plus sharing its knowledge of the needs of employers with schools
- Schools and Jobcentre Plus pooling their knowledge on setting up successful work experience placements
- Forging greater links between Jobcentre Disability Employment Advisers to support the transition for those with special educational needs or disabilities into work. (54)

Evaluation and monitoring of advice and guidance

- **Quality assurance and feedback** (Page16)

Schools should satisfy themselves of the quality of any external organisations they plan to work with, and can use quality standards where these are available. They should monitor and evaluate the activity taking place whether that involves school staff, volunteers or external providers. (55)

- **The role of Ofsted** (Page16)

Ofsted inspectors will take account of the quality of independent advice and guidance in making their judgement on leadership and management. Ofsted's survey highlighted that the schools visited were not doing enough to evaluate the quality of their careers guidance provision [...] Destination Measures (see below) can be used as part of this evaluation. (57)

- **Destination Measures** (Page16)

These data are produced and published by the DfE using existing data collections [...] They show 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 NEET. The data are broken down by a range of pupil characteristics, including special educational needs and eligibility for free school meals [...]. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted. (58)

Local authorities also track young peoples' progress after they leave school *and schools may want to ask their local authority to share this information with them*. (59)

For further information on the Destinations Measure versus local destinations recording and related issues contact John McDermott of the Children's Services' Education, Employment & Enterprise Team: john.mcdermott@bradford.gov.uk (01274 385549)