

# **Children and Young People Select Committee**

## **Scrutiny Review of Careers Provision**

**February 2020**

DRAFT

DRAFT

Children and Young People Select Committee  
Stockton-on-Tees Borough Council  
Municipal Buildings  
Church Road  
Stockton-on-Tees  
TS18 1LD

<b>Contents</b>	<b>Page</b>
Select Committee membership and acknowledgements	4
Original Brief	6
Executive Summary	8
1.0 Introduction	10
2.0 Evidence	10
3.0 Findings	27
4.0 Conclusions and Recommendations	28
Glossary	29

DRAFT

## **Select Committee – Membership**

Councillor Carol Clark (Chair)  
Councillor Barbara Inman (Vice Chair)  
Councillor Clare Gamble  
Councillor Ray Godwin  
Councillor Tony Hampton  
Councillor Ross Patterson  
Councillor Andrew Sherris  
Councillor Marilyn Surtees  
Councillor Sally Ann Watson

The Committee were also assisted in their review by Emily Hill, Eve McDonald and Elise Watson from Bright Mind Big Futures.

## **Acknowledgments**

Dave Willingham, Early Help Service Manager, SBC  
Ian Caley, Guidance and Participation Manager, SBC  
Kelly Britton –Hawes, Education Manager, Tees Valley Combined Authority  
Conyers School  
Egglescliffe School  
Abbey Hill School  
Bishopton Centre  
St Michael's Catholic Academy  
Our Lady and St Bede's  
Carmel Trust

Contact Officer

Judy Trainer, Scrutiny Team Leader  
Tel: 01642 528158  
Email: [judith.trainer@stockton.gov.uk](mailto:judith.trainer@stockton.gov.uk)

**Foreword**

DRAFT

## Original Brief

### Which of our strategic corporate objectives does this topic address?

Council Plan 2019-22 objectives for Children and Young People include:

- Focusing on schools and learning outcomes
- A consistent and relentless focus on better outcomes for children in our care and leaving care

### What are the main issues and overall aim of this review?

Access to high quality effective school-age support in making career choices is a key element in the new Children and Young People Strategy.

There are statutory responsibilities for all schools to have effective provision in place, and the Council provides both a traded Careers Guidance service and a specific Targeted service for more vulnerable young people.

The Tees Valley Combined Authority (TVCA) now undertakes a number of roles; it has links to the Careers and Enterprise Company who are Government funded to promote employer links into education, hosts a new Careers Hub, and has launched [www.teesvalleycareers.com](http://www.teesvalleycareers.com).

The overall system is increasingly complex, and would benefit from a review to identify:

- roles and responsibilities;
- effectiveness of current approaches;
- the impact and purpose of TVCA plans, and future actions.

Would include a specific focus on vulnerable young people, including those in care, care leavers and those with special educational needs and disabilities (SEND).

The focus of the review would be to develop a clear and joined-up approach across Stockton which supports schools in their role, is clear on the role of all partners including the Council, and how the system can work more effectively for young people.

### The Committee will undertake the following key lines of enquiry:

What are the key organisations delivering careers guidance and overall strategy for Stockton Borough? What influences their approach?

What is the role of the Council and its services?

What is the role of schools?

What is the role of the Tees Valley Combined Authority?

What is the role of national initiatives including the Careers and Enterprise Company, and National Careers Service?

What does provision in local schools/providers look like? What is Ofsted's role?

How is the quality of careers guidance assessed? Is there variation and can we identify and share good practice?

How is current provision funded? Is there duplication in provision?

How are services provided for vulnerable children including Children in our Care, and those with SEND?

Can we identify satisfaction and feedback information from young people and employer organisations?

**Who will the Committee be trying to influence as part of its work?**

Cabinet, local providers including schools, Tees Valley Combined Authority

DRAFT

## Executive Summary

The overall aim of the review was to develop a clear and joined-up approach across Stockton which supports schools in their role, is clear on the role of all partners including the Council, and how the system can work more effectively for young people.

The Select Committee's key findings were as follows:

- There are a number of negative and misleading myths regarding jobs and careers which can be potentially discouraging for young people
- Workers of the future will need higher level qualifications in most sectors and will need to be more agile, motivated, resilient and adaptable to new technologies
- In the Tees Valley, for every new job created, there will be seven people needing to be replaced between 2015 and 2024 – replacement demand is 116,000 jobs
- By far the greatest increase in jobs over the next 10 – 20 years will be for graduates
- NEETS have reduced, largely accounted for by learning in colleges
- Tees Valley is still behind national attainment levels at 16
- Local Authorities have a statutory responsibility to identify and provide targeted support. The targeted group is identified using the RONI (Risk of NEET indicator)
- The Council's KIT Team are among the most successful in the UK: <1% Not Known and young are tracked to age 20
- Targeted preventative work improves outcomes for young people and results in significant savings
- Schools are responsible for CEIAG (Careers Education, Information and Advice) and this is also part of the OFSTED inspection framework
- The Careers and Enterprise Company (CEC) provide centrally funded support and host the Compass Self Evaluation Tool for the Gatsby Benchmarks
- The Tees Valley Combined Authority have a strategy for Education, Employment and Skills which includes a range of activities under their Careers and Enterprise Initiative
- Delivering a meaningful and positive careers programme has been proven to improve self-esteem, promote higher attainment and reduce drop-out rates
- As well as improving individual outcomes, there are significant economic benefits of Careers Guidance
- The Council's Careers team are highly unusual in that they are self-financing; they provide services to the majority of Stockton schools and schools in five other Local Authority areas
- The Gatsby Benchmarks are the result of international study to find best practice in career guidance worldwide; eight benchmarks define the essentials of good career guidance
- Stockton schools are at different stages in meeting the benchmarks and there are examples of good practice. At the time of writing this report, Egglecliffe school was the first school in Stockton to meet all eight benchmarks

## Conclusion

The Select Committee recognise that a meaningful and positive careers programme improves self-esteem, promotes higher attainment, reduces drop-out rates from schools and colleges and has significant economic benefits. The Gatsby Benchmarks provide the framework for best practice in career guidance and our recommendations seek to encourage all of our schools and colleges to aspire to meeting these standards. This will, in turn, enable our children and young people to make informed choices and better understand the opportunities that are open to them as they transition from education into employment.



## Recommendations

1. That, recognising that a strong careers programme leads to better outcomes for young people and benefits the economy, all schools be encouraged to work towards achieving all Gatsby Benchmarks for all students.
2. That all schools and colleges be encouraged to ensure they access independent and impartial Careers Guidance for all of their students.
3. That governing bodies be encouraged to identify a lead from senior management teams and a governor lead to champion careers provision and support the school to work towards meeting the Gatsby Benchmarks.
4. That the Careers and Enterprise Company establish a framework for independent scrutiny and challenge of school's self-evaluation of their performance against the Gatsby Benchmarks, including a requirement for schools and colleges to evidence their self-assessments.
5. That recognising the lack of consistent quality of careers guidance across schools and colleges, the Council takes a lead role in working alongside stakeholders to establish more opportunities for schools and colleges to share best practice.
6. That the Council works with stakeholders to promote opportunities for apprenticeships and work experience across the Borough.
7. That, recognising that the effectiveness of the Council's targeted model in reducing NEET in Stockton (through improving Y12 starts in EET and in reducing drop-out of students from local colleges), there should be a continued focus upon targeted support for Stockton young people as they choose and progress through their individual learning pathways.

## 1.0 Introduction

1.1 This report presents the outcomes of the Scrutiny Review of Careers Provision. The overall aim of the review was to develop a clear and joined-up approach across Stockton which supports schools in their role, is clear on the role of all partners including the Council, and how the system can work more effectively for young people.

1.2 The Committee examined the following key lines of enquiry:

- What are the key organisations delivering careers guidance and overall strategy for Stockton Borough? What influences their approach?
- What is the role of the Council and its services?
- What is the role of schools?
- What is the role of the Tees Valley Combined Authority?
- What is the role of national initiatives including the Careers and Enterprise Company, and National Careers Service?
- What does provision in local schools/providers look like? What is Ofsted's role?
- How is the quality of careers guidance assessed? Is there variation and can we identify and share good practice?
- How is current provision funded? Is there duplication in provision?
- How are services provided for vulnerable children including Children in our Care, and those with SEND?
- Can we identify satisfaction and feedback information from young people and employer organisations?

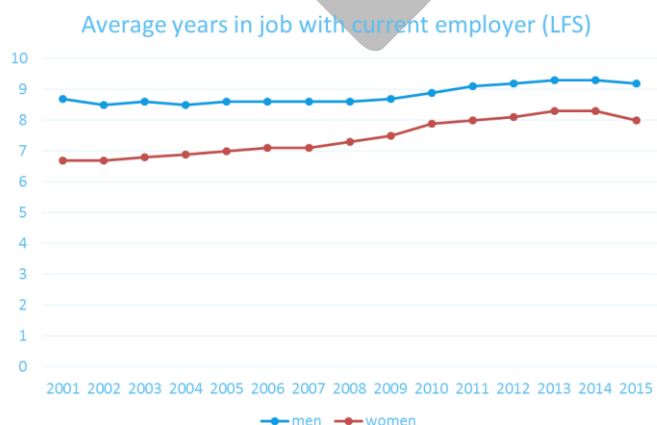
1.3 The Committee has taken evidence from Council Officers, the Tees Valley Combined Authority and Stockton Schools.

## 2.0 Evidence

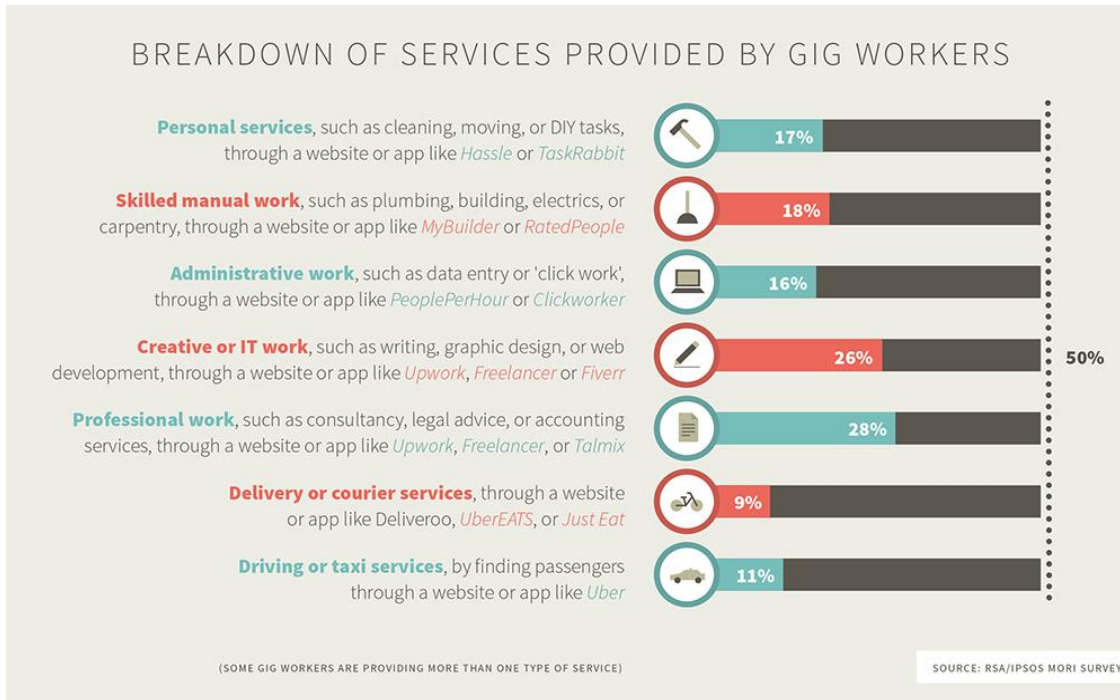
### Wider Careers Context

2.1 There are a number of negative and misleading media messages regarding jobs and careers. These focus on myths around job security, the Gig economy (i.e. short term engagements) preying on people, the increasing number of career changes which will need to be made and that the jobs for the future haven't been invented yet.

2.2 These myths can be potential discouraging for young people. The following table illustrates that the average number of years with the current employer has not changed significantly since 2001.



2.3 The breakdown of services provided by Gig workers shows that the majority of services are not performed by Gig workers, although this element is growing.



2.4 Careers advice needs to focus on a young persons' need to be adaptable and flexible. Skills, attitudes, interests and enthusiasms are essential. In the main, the top sectors haven't changed but there are more opportunities for artistic, creative, personal services, leisure, hospitality and tourism.

2.5 In addition, there is a huge threat to jobs from AI / robots to routine and process-driven tasks (e.g. HGV driving, conveyancing, car manufacturing).

2.6 The evidence points to workers of the future needing higher level qualifications, in most sectors. There is also an anticipated polarization of the workforce with far fewer mid-range jobs and fewer, and probably much less secure, entry-level jobs. The future workforce will definitely need to be agile, motivated, resilient, eager to learn and adaptable to new technologies.

2.7 The following table illustrated where and number of jobs needed by 2024:  
**Number of jobs needed:**

Sector	# jobs in 2024	# people needed by 2024
Construction	23000	10000
Culture & Leisure	28000	14000
Education	40000	16000
Engineering	28000	7000
Health & Care	58000	26000
IT & Media	15000	6000
Logistics	13000	5000
Professional & Business	58000	32000
Retail	46000	21000

## Local Outlook

2.8 In the Tees Valley, the main sectors today are the same as they were in 1988. Between 2015 and 2024 there will be 17,000 new jobs. However, replacement demand is 116,000 jobs. For every new job created there will be seven people who need replacing in an existing jobs (the majority of these being at the higher levels).

2.9 In 2009, the number of NEET (Not in Education, Employment or Training) and Not Known was 17% combined and in 2019 the number had reduced to 4.4% (North East England average is 5.9%). 98% of this reduction is accounted for by learning in colleges. There has been almost no rise in apprenticeships, other training or employment. There have also been significant improvements in in-year retention and year-to-year progression.

2.10 However, although attainment has improved at KS2, the Tees Valley is still behind national attainment levels at 16. Although there has been an increase of 29.9% of 18 year olds going into Higher Education at 18 (against a national figure of 27.9% in 2018), by far the greatest increase in jobs over the next ten and twenty years will be for graduates. The challenge remains how the Tees Valley can grow, retain and attract more graduates.

## The Role of Council

2.11 The Council provides the following services:

- Guidance & Participation, which sits within Youth Direction, Early Help, Children's Services, provides:
- Statutory targeted support to Year 11s and our
- Traded Careers Guidance service

And for young people who have left school:

- Statutory post-16 support to NEET and Not Known cohorts
- ESF funded 16-29 service

2.12 Local Authorities have a statutory responsibility to identify targeted school-aged cohort (no specifics on who or how from central Government) and support them (no specifics from central Government).

2.13 Support is provided to NEET (Not in Education, Employment and Training) and all young people aged 16-19 years are tracked.

2.14 All Targeted Year 11s have a Senior Participation Adviser who works with them to identify their pathway to learning and work and to overcome any barriers to success they face

2.15 Post-16, all targeted young people are offered support in whichever post-16 pathway they have chosen (e.g. college, work, apprenticeships).

2.16 The Council's KIT team are among the most successful in the UK: <1% Not Known (and young people are tracked to age 20).

2.17 The targeted group is identified via the RONI (Risk of NEET Indicator). This was developed in 2013 and is three times more accurate at predicting NEET than the previous targeting model. Yearly Destinations are analyzed and checked with teams and schools. The RONI model was

analyzed by Durham University Psychology who confirmed that it is statistically sound. Schools are happy with identification and all schools are given complete access for all targeted young people.

2.18 The RONI identifies where support is needed and evidences the impact.

2.19 The RONI identifies those at most risk of becoming NEET via data on:

- Free School Meals
- Exclusions
- Attendance
- Special needs: primary need x level of support
- Attainment
- Involvement with Youth Offending Team
- Child in our Care
- Any additional information can be added e.g. move schools in KS4; bereavement or significant family issue; pregnancy

2.20 Outcomes for Young People in Stockton are summarised below:

- 2009 NEET + Not Known = 17.0%
- 2019 NEET + Not Known = 4.4% (NE England average is 5.9%)
- Young people are supported from Y11 to end Y14 (our duty is to end Y13): From RAG rating of RONI we saw Red NEET fall from 15.9% in 2014 to 10.6% in 2019; Amber down from 11.9% to 8.1%; Green 3.3% to 2.3%.

2.21 As well as improving outcomes for young people, targeted prevention work is estimated to have saved over £22m in 2019 (in comparison with NEET numbers in 2009). This is based on the cost of being NEET as £56k per person (calculated by PwC).

### **Duties on Schools and Colleges**

2.22 Schools and colleges are responsible for CEIAG (Careers Education, Information, Advice and Guidance) for all their students (no dedicated funding). CEIAG is also part of the OFSTED Inspection Framework.

2.23 There is centrally funded support from the Careers & Enterprise Company (CEC) especially for employer involvement. The CEC also host the Compass self-assessment tool for the Gatsby Benchmarks and there is additional free support from the TVCA, Careers Hubs and TeesValleyCareers.com.

2.24 Within Gatsby Benchmark 8 there is a requirement for schools and colleges to provide young people with access to personal guidance. This should be a careers adviser who should be trained to a minimum of Level 6 in Careers Guidance.

### **Role of Tees Valley Combined Authority**

2.25 *Inspiring our future* is the Tees Valley Combined Authority's 2018 / 21 plan to build the skills needed for a modern economy.

2.26 Their proposals for a Careers and Enterprise initiative are contained within their strategy and activities flowing from their strategy include:

### **TeesValleyCareers.com**

- £3 million initiative, which is the first of its kind in the UK
- It will target 100,000 young people in Tees Valley and will see every education establishment in the area work with local businesses to help shape and deliver careers and enterprise education
- The aim is to have over 1,000 businesses engage with 11-18-year-olds to directly inform them of job opportunities and career information (679 to date)
- Ensuring all 11-18 year olds receive seven meaningful employer engagements
- TeesValleyCareers.com has been cited as one of the best initiatives in the country in a report by the national CEC

### **Enterprise Adviser Network**

- The Enterprise Adviser Network – National Careers & Enterprise Company programme delivered locally by TVCA
- The Enterprise Adviser Network consists of volunteers from businesses across Tees Valley who have expressed an interest in supporting schools and colleges with their careers provision

### **Enterprise Adviser Role**

- An Enterprise Adviser uses their business experience and professional networks to help senior leadership teams to develop a strategic careers plan for the education establishment as well as supporting operational activity including: mock interviews, work place visits, careers fairs and resource development
- At present there are 82 EA's signed up with 59 matched to an education establishment in the Tees Valley, some having more than one matched at the request of the EA with the overall aim to match 100% of the 70 education establishments in the Tees Valley

### **Hub Pilot**

2.27 A Careers Hub is a group of secondary schools and colleges located in the same geographic area, working with universities, other education and training providers, employers and career guidance professionals to ensure the Gatsby Benchmarks are delivered and that careers outcomes are improved for all young people.

#### Phase 1

- 35 school/ colleges
- Virtual Wallet available to schools from CEC
- Access to bursaries for individual schools and colleges to train Careers Leaders
- Central Hub Fund of equivalent to £1k per school or college

#### Phase 2

- ALL schools/ colleges
- Access to bursaries for individual schools and colleges to train Careers Leaders
- Central Hub Fund of equivalent to £1k per school or college

### **TeesValleyCareers.com**

2.28 Provides a menu of activity for business to engage with.

- Three tiered approach
  - Quick hits

- Medium Hits
- Big Hits
- Careers Coordinators are responsible for bringing employers and education establishments together and coordinating the “*shout out process*”

### **“Shout Out” System**

- The ‘Shout Out’ system was introduced to education establishments two years ago as a result of schools highlighting there was limited resources and coordination in and around engaging with external bodies to support education establishment activities
- The process of the ‘Shout Out’ system involves an education establishment completing a request form for a career activity/event that they need support with and then Careers Coordinators circulate to their network of businesses
  - Activity includes:
    - Careers convention/ market place
    - World of work days
    - Mock interviews /career speed dating
    - CV workshops
    - Experiences of the work place

### **Gatsby Benchmarks**

2.29 The Gatsby Benchmarks are the result of an international study to find the best practice in career guidance worldwide. The study team drafted eight benchmarks to define the essentials of good career guidance:

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

2.30 Guidance has been produced to support special schools to meet the Gatsby Benchmarks. The Gatsby Foundation, Careers and Enterprise Company, and Disability Rights UK have produced ‘Good Career Guidance Perspectives from the Special Educational Needs and Disabilities Sector’. This highlights a range of case studies from across different types of provision across the North East.

### **Benefits of Delivering Gatsby Benchmarks**

2.31 Delivering a meaningful and positive careers programme has been proved to increase self-esteem, promote higher attainment and reduced drop-out rates. In addition, the benefit of providing full careers support to a young person (all eight benchmarks) estimated total return (lifetime earnings, tax and NI receipts, savings re health, crime, benefits) calculated by PwC is as follows:

- £56k if one teenager is prevented from becoming NEET
- £79,000 - £122,000 if one person is upskilled from L1 > L2
- £133,000 - £182,000 if one person is upskilled from L2 > L3
- £197,000 if one person gains an undergraduate degree

### **Benchmark 1 – A Stable Careers Programme**

This is the most important Benchmark as, without it, the others would not happen or be sufficiently linked together to have positive impact.

***37% of Stockton schools are fully meeting this Benchmark; all are fully or partially meeting it.***

### **Benchmark 2 – Labour Market Intelligence**

This refers to intelligence, not just information; it should be delivered in a form that is meaningful and accessible. Lots of free support is available to schools to help achieve this benchmark, including TeesValleyCareers.com referred to above.

***58% of Stockton schools are fully meeting this Benchmark; all are fully or partly meeting it.***

### **Benchmark 3 - Addressing the Needs of Each Pupils**

This benchmark seeks to challenge stereotypical and negative thinking (e.g. gender roles, raising aspiration, realities of labour market (there are jobs!)). Destinations are followed up for three years after leaving school, analyzed to inform and shape future delivery.

***37% of Stockton schools are fully meeting this Benchmark; all are fully or partially meeting it.***

### **Benchmark 4 - Linking Curriculum Learning to Careers**

This focuses on STEM but also the full curriculum. Although it can be difficult to integrate into National Curriculum, lots of free support is available through the CEC.

***37% of Stockton schools are fully meeting this Benchmark; all are fully or partially meeting it.***

### **Benchmark 5 – Encounters with Employers and Employees**

This could be achieved, for example, through guest speakers, mentoring schemes, enterprise activities etc. Again this can be difficult to integrate into the school day. It has to be achieved for every student so it can't just be done once a year and lots of free support available through the CEC.

***74% of Stockton schools are fully meeting this Benchmark, 89% are fully or partially meeting it.***

### **Benchmark 6 – Experiences of the Workplace**

Traditional Work Experience weeks are making a comeback and the Council is coordinating and supporting work placements across SBC. Work shadowing and group visits to workplaces are also useful. Again, this benchmark is for all students, including vulnerable young people and those with challenging behaviours.

***37% of Stockton schools are fully meeting this Benchmark; 68% are fully or partially meeting it.***



### Benchmark 7 – Experiences with Further Education and Higher Education

It is relatively simple to arrange college and university visits, but expensive to transport a whole year group. This must also include vocational routes such as apprenticeships and T Levels and be for all students (there may be exemptions re HE for all students with learning difficulties).

**47% of Stockton schools are fully meeting this Benchmark; all are fully or partially meeting it.**

### Benchmark 8 – Personal Guidance

This includes at least one 1:1 with a qualified, independent and impartial adviser by the end Y11 (may be needed at Y8 or Y9 re. GCSE choices) and at least one more 1:1 by the end Y13. An adviser can be employed by the school or an external organisation and should be qualified to a minimum Level 6 in Careers Guidance, which is expensive.

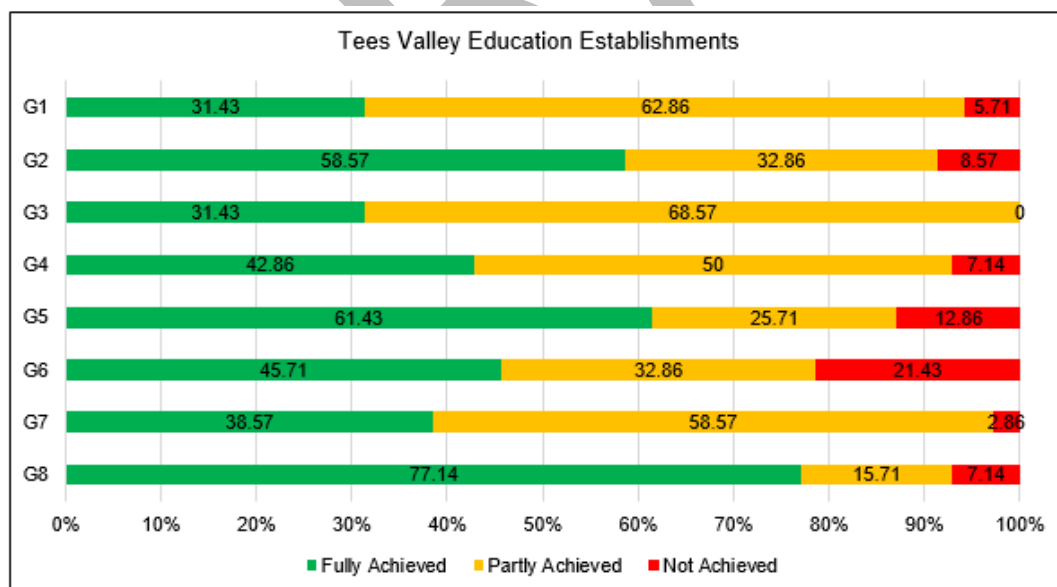
**79% of Stockton schools self-assess as meeting the Benchmark; 95% are fully or partially meeting it.**

2.32 The CEC and Gatsby created the COMPASS Tool which is a free and confidential self-audit web tool .

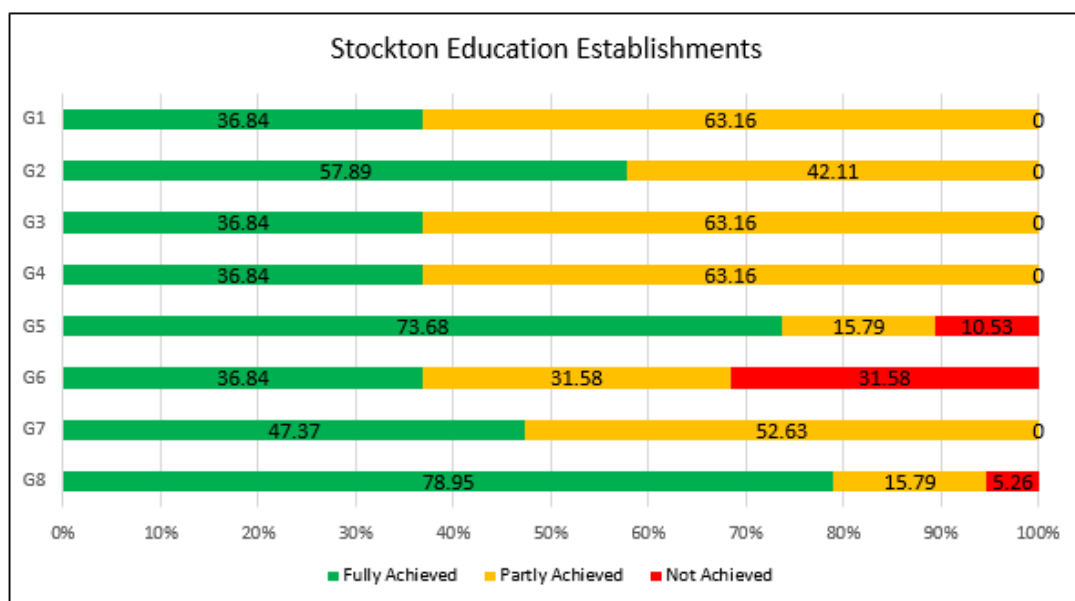


### Performance against the Benchmarks

2.33 Performance against the Benchmarks in the Tees Valley and Stockton is set out below:



2.34 Schools report that Benchmarks 4, 5 and 6 are the hardest to meet.



	GBM 1 Careers Programme	GBM 2 LMI	GBM 3 Each Pupil	GBM 4 Curriculum	GBM 5 Employer Encounters	GBM 6 Work experience	GBM 7 FE/HE	GBM 8 Personal Guidance
Not Achieving 0-25%	0	0	0	0	2	6	0	1
Partly Achieving 26-99%	12	8	12	12	3	6	10	3
Fully Achieving 100%	7	11	7	7	14	7	9	15

2.35 The following table sets out the percentage of pupils achieving benchmark 8 and the provider for personal guidance in Stockton Schools and Colleges:

School	In-house Adviser?	% of Y11 students supported by SBC Youth Direction (Targeted support)	Bought in support
Abbey Hill		100% of those leaving at end Y11	Are training their own Adviser
Abbey Hill post-16		100%	Are training their own Adviser
All Saints		13%	Youth Direction – all Y11
Bede College	/	n/a	Have their own Adviser
Bishopsgarth		36%	Careers Inc
Bishopton PRU		100%	Youth Direction (Y7-Y10)
Conyers	/	12%	Youth Direction (35 students) and have their own Adviser
Conyers VI	/	n/a	Have their own Adviser
Egglescliffe	/	8%	Youth Direction – all Y11
Egglescliffe VI	/	n/a	Have their own Adviser
EHE		100%	n/a
Endeavour		100%	n/a

Grangefield		30%	Careers Inc
Ian Ramsey		15%	Youth Direction – all Y11 plus support to Y9s and Y10s
Ingleby Manor		13%	Careers Inc
King Edwin		100%	n/a
North Shore		29%	Careers Inc
Northfield		17%	Youth Direction– all Y11 plus support to Y9s and Y10s
OLSB		20%	Youth Direction – all Y11
Red House		0%	Youth Direction – all Y11
SSFC		n/a	Youth Direction and have their own Adviser
SRC		n/a	Have their own Advisers
St Michael's	/	14%	Have their own Adviser
St Patrick's	/	31%	Have their own Adviser
Thornaby		25%	Careers Inc
Teesside High		2% (one student)	Parents can opt-in
Westlands		100%	n/a
Yarm		0%	-

## Personal Guidance

### Market for Careers Guidance

2.36 The Council's Youth Direction Careers are highly unusual in that they have a fully self-financing, not for profit, service. They support a number of schools in Stockton; five buy in support from a private Guidance provider and some employ their own careers adviser. The service also provide services to four other Local Authorities. Neighbouring areas no longer have Local Authority support.

2.37 The evidence shows that career guidance can have substantial benefits for the economy, supporting individuals to enhance their capacities in ways that contribute to enhanced jobs, skills and growth.

2.38 Careers England Research Paper *The Economic Benefits of Career Guidance* summarises these as:

### Individual Outcomes

- Human Capital: upskilling, motivating, employability, better matching of people to the labour market
- Social capital: increased network, Guidance can fill the gaps in networks (i.e. increase social mobility)
- Supported transitions: smoother and speedier transitions from education, illness or caring into employment and between opportunities
- Increase in self-awareness and self esteem
- Better career planning and decision making
- Improved attendance and attainment
- Delivers value for money re. economic and educational attainment
- Productivity: UK still at or behind 2008 levels; a 1% increase in productivity would generate £10.6bn annually in increased production

## Primary Economic Outcomes

- Higher rates of participation in employment
- Higher level of employment
- Faster transitions back into work
- Increased levels of upskilling and retraining
- Enhanced individual skill and knowledge base
- Improved national skills base
- Workforce is more adaptable to changes in technology and working practices
- Greater lifelong learning

## Secondary Economic Outcomes

- Increased job satisfaction leading to better mental and physical health
- Lower unemployment correlates with lower levels of crime
- 1% increase in employment = £1.5bn in extra tax revenues
- Loss of Connexions = £3.2bn in lost earnings (Connexions cost £200m a year in England and Wales)
- £9 extra tax revenues for every £1 spent on Careers Guidance
- Cost of providing one 1:1 Guidance to every Universal KS4 student at every Stockton school would be c.£100k (Connexions delivery for Careers-related support in schools in 2009-10 was c.£600k)

## Personal Guidance

2.39 One to one personal guidance includes a structured conversation with a purpose and includes:

- Introduction – building rapport and understanding of the purpose and what could be discussed
- Contracting – agreeing what will be discussed
- Discussion – covering the client's ideas, passions, motivation, fears, plans, experience, skills, dreams, ability, interests. Guidance needs many skills to engage and develop these, including questioning, active listening, reflecting back, using curiosity and humour
- Summary – drawing out and sharing understanding of the key points
- Action planning – who is going to do what, how and by when

2.40 Careers England summarises the impact of benchmark eight - personal guidance as follows:

- Personal Effectiveness – e.g. self-awareness and self esteem
- Career readiness – e.g. career planning and decision making
- Educational outcomes - e.g. improved attendance and attainment
- Value for Money – e.g. the impact of personal guidance on delivering economic value and educational outcomes

## Evidence from Stockton Schools

2.41 The Select Committee took evidence from a range of Stockton schools to understand best practice and inform the review.

### ***Egglescliffe School***

2.42 The Select Committee were informed that Egglescliffe School wanted to be compliant as quickly as possible with regard to the Gatsby Benchmarks and had therefore taken a decision to employ a dedicated schools careers adviser.

2.43 Careers are taught from year 7 to year 13 with specific lessons provided during PHSE. Every pupil receives a Career Passport follows them throughout their school life and enables them to reflect on their choices and intentions each year.

2.44 Parents receive a weekly email on current market labour trends. The information is at the Tees Valley level and helped to widen horizons.

2.45 Other activities included an annual Careers School and mock interview days led by businesses who worked closely with the school.

2.46 The school provide an Enterprise Zone which allows students to raise money for charities. All year 10 students have the opportunity to have work experience. The school actively targeted those at risk of NEET to find work placements. In year 12 more targeted work visits were encouraged. Apprenticeship days would be held for both lower and upper school to show pupils there are other ways to achieve.

2.47 The school felt that Gatsby 7 – encounters with higher education was the most difficult to meet. All students gain at least one encounter with universities but it is difficult to achieve the preferred two visits for all. The school's provision was a mixture of in-house and after school provision.

2.48 In addition to a trained career advisor on site full time, Youth Direction attend the school one day a week and provide one to one careers advice (aimed at Y11s).

2.49 The school published its careers programme on the website and there was a requirement for all schools to do this by 2020.

2.50 Egglescliffe have historically low Y12 NEET figures, <1% for 5years +. They ensure that:

- All students have secure knowledge of post 16 options
- All students have at least 5 employer contacts
- All year 13 students go onto university or apprenticeship
- Student voice indicates success in improving knowledge of variety of careers

2.51 The following table sets out the range of activities to school carry out to meet each of the benchmarks:

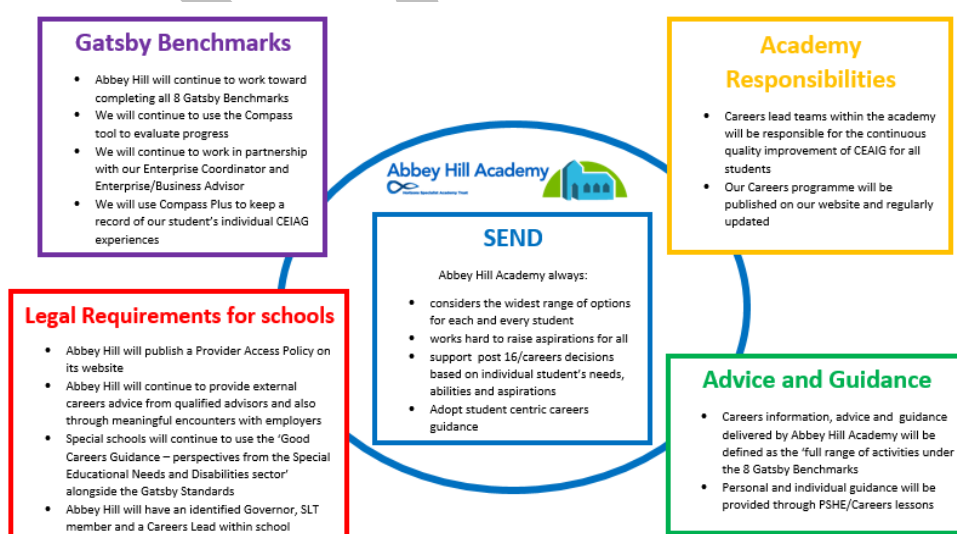
Gatsby 1 – stable career programme	Dedicated career advisor full time in school Specific career lessons taught in all years 7 -13 Substantial career activities throughout the year Career passport
Gatsby 2 Learning from labour market	Close links with local employers – Nifco, Cummins Email to parents related to local job market
Gatsby 3 Address individual needs	Targeted provision for extra CEIAG Disadvantaged, SEND, in danger of NEET students given priority
Gatsby 4 Linking curriculum	Scholar lectures Career link to subject options Core subjects have career champion

Gatsby 5 Encounters with employers	Annual whole school career fair Mock interview days Host of external speakers – <b>educate, inspire and motivate</b>
Gatsby 6 Experiences of workplace	Work experience for all year 10 students Work experienced offered to year 12 Work visits Close links with local employers (Cummins, Nifco)
Gatsby 7 Encounters with higher Education	All students have opportunities by end of year 11 Scholar lectures
Gatsby 8 Personal guidance	On site Youth directions advisor (1 day / week) Trained career advisor on site full time Preventions work (RONI students)

### Abbey Hill

2.52 Abbey Hill School supported children with learning and physical disabilities. It had a Sixth Form provision and 92% of secondary students attended the Sixth Form. The school also had links to other colleges.

### Careers Strategy 2019-2020



2.53 At Abbey Hill, the vocational offer was important to students and there was a huge enrichment offer so students could explore their interests, develop confidence and support their mental health and wellbeing. The school worked hard to balance realism with aspirations.

2.54 Abbey Hill had a Careers Adviser and a Business Partner who assisted with mock interviews and job applications and worked hard to demonstrate what the students had to offer local employers, for example through work experience placements secured with local companies.

2.55 All pupils left with a diploma in preparing for adulthood. Abbey Hill worked hard to ensure opportunities were available for all students from year 7 to year 12. They held job of the month assemblies and had created facilities within the school such as: hair salon, music studio, bistro twice a week and a woodland area; a careers fair was also held.

2.56 The school promoted activities on the school's Facebook page and Twitter. It was important to overcome the barriers that the children faced and promote what Abbey Hill children were capable of achieving.

2.57 Members were shown a promotional video highlighting aspects of the school life and what the students had to offer potential employers. As well as time and resources, the school confirmed its biggest challenges had been finding meaningful employer encounters opportunities, university visits and securing external advice (now provided by Youth Direction). The school confirmed they compared their performance against the Gatsby Benchmark against mainstream schools.

### ***Bishopton Centre***

2.58 The school was for children who had been permanently excluded from mainstream school. The staff worked with each child to give them a sense of 'self' as most of them felt they did not deserve the same offer as other children. Bishopton worked hard to provide a therapeutic offer to students to support SEAL (Social and Emotional Aspects of Learning). The school also offers Functional Skills qualifications.

2.59 The school held CASTLE days which focused entirely on careers and employers and police were invited to come into school and talk to students. The school had achieved 100% in 7 of the 8 Gatsby Benchmarks; Benchmark 3 needed further work. Year 11 were targeted to work closely with Youth Direction. All staff at Bishopton were trained in (CEIAG) Careers Education, Information, Advice and Guidance. Outdoor provision focused on life outside the classroom and employability skills.

2.60 The school provided a strong and stable careers programme which continued to evolve. For example, in Key Stage 2 some of the pupils became Dementia Friends and visited local Care Homes and Key Stage 3 and 4 pupils were given the opportunity to go into local schools.

2.61 Monitoring and evaluation supported review of careers provision and the school had obtained the Careers Quality Mark and had been named a beacon school. The school adopted an open door policy and were always keen to showcase what the pupils had to offer.

2.62 The school promoted their achievements on LinkedIn and Twitter and had recently been asked to contribute to a Careers Brochure. The school was keen to engage more with parents; future plans included supporting parents back into employment.

2.63 Challenges for the school included rising school rolls and that they had a fluid core group. This meant that close working with Youth Direction was vital in order to get timely support for pupils.

### **Vision Statement:**

“We believe every child should leave our school fully prepared for life in an ever changing modern society. We therefore provide a broad and balanced curriculum supported by quality careers education, information, advice and guidance to develop every young person’s values, skills and behaviours that they will need to get on and succeed in life”

### **Values - C.A.S.T.L.E**

**Creativity** - At this school we believe that creativity is key to success in the future, we therefore aim to fill the pupils’ lives with awe and wonder, where creativity is valued, where imagination is ignited and where dreams are made.

**Aspiration** - At this school we believe in high expectations. We aim to inspire and nurture the aspirations of all of our pupils so that they can dream big for their future and the future of our country and the wider world.

**Self-Belief** - At this school we feel strongly that the most important person to believe in is yourself therefore we foster an environment that encourages self-belief, self-value and self-respect.

**Tolerance** - At this school we embrace uniqueness and accept that we don’t all share the same views at the same time however we value and model understanding, acceptance, tolerance and compassion and ensure that these values are embedded in everything that we do.

**Love** - As simply as we can put it, we are here on this earth to love and be loved without limitations, prejudices and judgement, this ethos underpins everything that we do.

**Enjoyment** - We want our whole school community to be happy. Pupil achievement and progression starts with good emotional well-being and we will do whatever we can to make this school a happy, fun, inspirational and safe environment.

2.64 Through strong links with the Careers and Enterprise Coordinator for the Tees Valley Combined Authority, the school track progress against the Gatsby Benchmarks by completing the Compass Tool. The school were fully meeting 7 of the 8 Benchmarks. Benchmark 3 is at 90% as the school need to develop further tracking of pupils’ career and enterprise activity. The school are part of the Careers Hub which gives access to funding to support CEIAG work.

2.65 All pupils are entitled to:

- Access to independent and impartial Information, Advice and Guidance to years 7 – 11 by Youth Direction. Year 11 are supported by Youth Direction’s targeted service
- Access to external sources of information on the full range of employment, education and training options to all year groups including KS2
- Opportunities to engage with a range of employers, education including higher and training providers, covering the full range of academic and technical routes available at each transition point
- At least one meaningful encounter with an employer each academic year (at least one of which will be STEM)
- Access to good quality LMI
- At least one experience of a workplace by the time they are 16



### **St Michael's School Visit**

2.66 Members visited the school and had the opportunity to speak with a range of students from Years 8, 9 and 11. The children were from a variety of backgrounds.

2.67 The group had high and varied aspirations with a range of career ideas being pursued including: nuclear engineering, performing arts, paediatrics, air traffic control, counselling, digital arts and photography, and aviation courses in further education.

2.68 The group stated that they had all changed their thinking between Year 7 and Year 11. The school used the 'Kudos' career computer programme where Y7 students do a survey of their own strengths and likes. The programme directs them to possible careers based on the individual student's answers.

2.69 The group had an awareness of college and the range of possible options. Year 10 pupils take part in an immersion week, with the opportunity to speak with the four main FE providers and experience a range of different courses.

2.70 The students in each year group had good knowledge around their current career aspirations and were encouraged to look at their own strengths in relation to a career.

2.71 Aspects of the school's careers were discussed including reference to:

Y7 – Businesses from local industry visit school. There is a 6wk programme which links in to the science curriculum.

Y8 – Advice centred around choices for GCSE Options for Y9

Y9 – 1:1 careers interviews in school to discuss ideas for future employment. Most choose a subject because they are good at it.

Y10 – 4 days during in Immersion Week to look at FE options and experience courses.

Y11 – The Y9 careers interviews are reviewed. The students have often changed their minds.

2.72 PSHE lessons are used to cover CV writing, job applications, and interview skills.

2.73 Traditional large scale work experience was not carried out as this was no longer practical for 220 students at one time. Opportunities for smaller groups of young people to attend placements more closely aligned with their interests were being explored.

2.74 Employers engaged with the school for example through attendance at Monday assemblies to share their experiences and also advertise apprenticeship opportunities. Asda and Johnson Matthey had previously attended these.

2.75 During the discussion the young people were encouraged to provide any ideas for future provision to the school.

2.76 A further session with the Principal, Andrew Ramsey, the Assistant Principal, Ian Tate, Mathew from Our Lady and St. Bede and Sarah from Carmel Trust, was a very enthusiastic discussion and Members were impressed that every child was seen as an individual with individual requirements for Careers provision.

2.77 The TVCA £10K funding pot was put to good use in aiding the School's careers vision. This helped find placement days, particularly in the health sector.

2.78 The Gatsby Benchmarks were well received. The school was not achieving 100% in all categories but had plans in place and welcomed the challenge. Members were provided with a copy of the School's performance against the Gatsby Benchmarks.

2.79 Some Benchmarks were seen as being particularly tough to meet, including the provision of work experience. It continued to be a challenge to fit all the requirements of the curriculum and careers advice within the school time available. Careful management of the time of Year 11s in particular was key as they approach their exams.

2.80 Engagement with parents was key and the Trust's Careers Advisers attended Parent Evenings.

2.81 Broadly speaking the destinations of Year 11s leaving St Michael's were 95% of pupils into Further Education, and 5% apprenticeships into family related businesses.

2.82 The Trust had no young people who started Year 12 as NEET in the last three years.

2.83 Our Lady and St Bede aim to bring careers activities into school wherever possible. A careers tracker is built into the curriculum, with a long term plan for each year group. Enrichment classes were held with the aim of producing well rounded individuals, which would naturally help their ability to develop a career, as part of a planned approach to Catholic education.

2.84 The Trust's schools shared their approaches in order to improve careers education across the board, and Carmel benefitted from taking part in Tees Valley Networks.

### ***Conyers School Visit***

2.85 Members also visited Conyers School. In the school's opinion, the Gatsby Benchmarks had been a positive development. They had raised the profile of careers education within schools, and ensured schools adopted a more structured approach. Careers Leads were now required to be in place; these had a higher profile, were important in engaging with employers, and had an overview of the destinations of school leavers. The Benchmarks also prompted Conyers to see how it could integrate its careers work across school into its sixth form. In addition Ofsted had increased its focus on career education and vocational routes in the latest inspection framework.

2.86 Within the school, Conyers had a Careers Lead (who had other teaching responsibilities), and a full time Careers Adviser. In addition the school commissions 35 1:1 personal guidance sessions from Youth Direction. These are used to advise pupils who need more support, and the school's Careers Adviser continues to support these pupils too. Senior leadership are also involved in some interviews. Youth Direction also support Conyers' Targeted Pupils and provide destination data back to the school.

2.87 A spreadsheet has been developed to track all interventions provided to Year 11s and their choices and subsequent destinations.

2.88 It was felt that the Tees Valley area as a whole was working well together in its efforts to meet the Benchmarks. The Careers Leads in local schools met with Careers Hub partners every two weeks and take part in workshops to share good practice in meeting the Benchmarks. Conyers have directly benefitted from this partnership work. The school along with others has a £10k careers budget from Tees Valley with another pot due.

2.89 The school felt that the Shout Out system hosted by Tees Valley Careers was working really well, and had led to more business input.

2.90 The school stated that there was a stable careers programme available (Benchmark 1) and that they were performing well against Gatsby benchmarks, although acknowledging some were easier to achieve than others.

2.91 The school felt that Benchmark 2 (Career and Labour Market Information) was being met. Parents receive regular updates on Labour Market Intelligence. Conyers used the KUDOS careers

information computer programme. This had been trialled by the pupils first and they found it easy to use.

2.92 The school hosts a careers fair and encourages other colleges to attend in addition to Conyers Sixth Form. Apprenticeship information is provided.

2.93 Benchmark 4 (linking curriculum to careers) was seen as challenging as it was difficult to make explicit. The school had undertaken a subject audit to review this in more detail.

2.94 Benchmark 5 related to encounters with employers and employees. Focus Days were held with Years 7-10. These saw up to 60 employers come into school and sessions being held on CV and covering letter writing. Previous students attend to share their career routes and experiences.

2.95 The Enterprise Adviser linked to the school was helping to bridge those students interested in STEM careers with employers. The school had undertaken a lot of work encouraging girls to consider STEM as an option.

2.96 Benchmark 6 related to experience of the workplace – previously work experience had been on a large scale for all pupils at the same time, but the value of this had been questioned. Some schools continued to do this but it was hard to find placements in organisations for large volumes of pupils at the same time, and it was difficult for employers to ensure they were always meaningful for the young people.

2.97 This was seen as an ongoing challenge, and the school was reviewing its approach. Consideration is being given to ensuring this is targeted towards those at risk of becoming NEET (n.b. currently the schools NEET figures are close to zero).

2.98 Links had been developed with companies including Axa and Santander, with the aim of developing work experience opportunities in smaller, more flexible groups.

2.99 The Careers Hub and TVCA support had been helpful in providing links with employers but more work on this would be needed. The Council had developed a work experience co-ordinator to assist with offering placements in the Authority, and this was seen as a positive development.

2.100 Benchmark 8 relates to the personal guidance provided to individual young people. It was highlighted that an important element of this was to ensure that student choices were realistic without losing their motivation. Personal guidance sessions are seen as being key to ensuring that those who may be drifting become more focussed.

2.101 The group had the opportunity to observe a 1:1 personal guidance for a Year 11 pupil. This was a positive session; the young person was keen to study law and was in the process of choosing A-levels and potential colleges to attend. Students at Conyers Sixth Form also had the opportunity to undertake an Extended Project Qualification (EPQ) and the options around this were discussed. EPQs help students develop independent study skills to help prepare them for university.

2.103 An interview record sheet is completed after each interview with identified actions.

2.104 Members also met with a group of students (Year 11 and 12) who spoke positively about the advice they were receiving. A range of careers aims were highlighted including the police, animal welfare, medicine. Many planned to attend Conyers Sixth Form. The Focus Days and work experience had been key in the decision making of two young people. University visits had also helped provide a wider perspective and the information regarding other colleges and the personality quizzes were considered helpful.

### 3.0 Key Findings

- There are a number of negative and misleading myths regarding jobs and careers which can be potentially discouraging for young people
- Workers of the future will need higher level qualifications in most sectors and will need to be more agile, motivated, resilient and adaptable to new technologies
- In the Tees Valley, for every new job created, there will be seven people needing to be replaced between 2015 and 2024 – replacement demand is 116,000 jobs
- By far the greatest increase in jobs over the next 10 – 20 years will be for graduates
- NEETS have reduced, largely accounted for by learning in colleges
- Tees Valley is still behind national attainment levels at 16
- Local Authorities have a statutory responsibility to identify and provide targeted support. The targeted group is identified using the RONI (Risk of NEET indicator)
- The Council's KIT (Keeping in Touch) Team are among the most successful in the UK: <1% Not Known and young are tracked to age 20
- Targeted preventative work improves outcomes for young people and results in significant savings
- Schools are responsible for CEIAG (Careers Education, Information and Advice) and this is also part of the OFSTED inspection framework
- The Careers and Enterprise Company (CEC) provide centrally funded support and host the Compass Self Evaluation Tool for the Gatsby Benchmarks
- The Tees Valley Combined Authority have a strategy for Education, Employment and Skills which includes a range of activities under their Careers and Enterprise Initiative
- Delivering a meaningful and positive careers programme has been proven to improve self-esteem, promote higher attainment and reduce drop-out rates
- As well as improving individual outcomes, there are significant economic benefits of Careers Guidance
- The Council's Careers team are highly unusual in that they are self-financing; they provide services to the majority of Stockton schools and schools in five other Local Authority areas
- The Gatsby Benchmarks are the result of international study to find best practice in career guidance worldwide; eight benchmarks define the essentials of good career guidance
- Stockton schools are at different stages in meeting the benchmarks and there are examples of good practice. At the time of writing this report, Egglecliffe school was the first school in Stockton to meet all eight benchmarks

### Conclusion

The Select Committee recognise that a meaningful and positive careers programme improves self-esteem, promotes higher attainment, reduces drop-out rates from schools and colleges and has significant economic benefits. The Gatsby Benchmarks provide the framework for best practice in career guidance and our recommendations seek to encourage all of our schools and colleges to aspire to meeting these standards. This will, in turn, enable our children and young people to make informed choices and better understand the opportunities that are open to them as they transition from education into employment.

### Recommendations

1. That, recognising that a strong careers programme leads to better outcomes for young people and benefits the economy, all schools be encouraged to work towards achieving all Gatsby Benchmarks for all students.
2. That all schools and colleges be encouraged to ensure they access independent and impartial Careers Guidance for all of their students.

3. That governing bodies be encouraged to identify a lead from senior management teams and a governor lead to champion careers provision and support the school to work towards meeting the Gatsby Benchmarks.
4. That the Careers and Enterprise Company establish a framework for independent scrutiny and challenge of school's self-evaluation of their performance against the Gatsby Benchmarks, including a requirement for schools and colleges to evidence their self-assessments.
5. That recognising the lack of consistent quality of careers guidance across schools and colleges, the Council takes a lead role in working alongside stakeholders to establish more opportunities for schools and colleges to share best practice.
6. That the Council works with stakeholders to promote opportunities for apprenticeships and work experience across the Borough.
7. That, recognising that the effectiveness of the Council's targeted model in reducing NEET in Stockton (through improving Y12 starts in EET and in reducing drop-out of students from local colleges), there should be a continued focus upon targeted support for Stockton young people as they choose and progress through their individual learning pathways.

DRAFT

## GLOSSARY

TVCA	Tees Valley Combined Authority
SEND	Special Educations Needs and Disabilities
SBC	Stockton Borough Council
Gig Economy	A free market system in which temporary positions are common and organizations contract with independent workers for short-term engagements. The term "gig" is a slang word meaning "a job for a specified period of time" and is typically used in referring to musicians
NEET	Not in Education, Employment or Training
KS	Key Stage
KIT Team	Keeping In Touch – tracking all young people in Stockton aged 16-19
RONI	Risk of NEET Indicator
PwC	Price Waterhouse Coopers
CEIAG	Careers Education, Information, Advice and Guidance
CEC	Careers and Enterprise Company
GMB	Gatsby Benchmarks
STEM	Science, Technology, Engineering and Maths
EPQ	Extended Project Qualification
SEAL	Social and Emotional Aspects of Learning

DRAFT