

Supporting Transition of CEIAG in Schools from September 2012

The Education Bill - changes to the delivery of careers guidance

"The legislation is underpinned by the Government's belief that schools should be trusted to do what is right for their pupils. Schools will be free to make arrangements for careers guidance that best suit the needs of their pupils, engaging, where appropriate, in partnership with independent providers (i.e. not directly employed by the school). Those schools that have already developed their own arrangements for providing impartial careers advice and guidance – for example, by employing their own careers adviser – may continue to do so. However, in such cases a school must also ensure pupils have access to a source of guidance which is independent and external to the school. This might include web-based or telephone services, and/or face-to-face guidance from a specialist provider."

Provision of services by local authorities

"Local authorities will retain their statutory duty to encourage, enable and assist young people to participate in education or training (Section 68(1) of the Education and Skills Act). They will also continue to be responsible for completing learning difficulty assessments (under section 139a of the Education and Skills Act 2008) for those young people with a learning difficulty and/or disability up to the age of 25."

"Local authorities must consider what arrangements they should put in place to ensure all young people, including those who will complete Year 11 this summer, get access to the careers guidance they need in advance of this new duty being placed on schools, and of the establishment of the new careers service (planned to be fully operational by April 2012)."

Department for Education Schools Communication April 2011

School's Impartial Careers Guidance Responsibilities from September 2012

| Year 9 | |
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| Delivery | Outcomes |
| The world of work – aptitudes, skills, preferences, self-assessments | Aspirations and motivations illustrated by resources such as Career Box |
| How to make a decision; subject/job links; 14-19 planning | Preparation for future work, planning for positive transitions in line with RPA |
| Types of courses, modes of study, outcomes, values, finances | Early self-assessment by pupils to determine how knowledgeable they are on options and to identify barriers to progression |
| Researching – information and partial/impartial sources | Parents/carers provided with information necessary to support their children |
| Interest inventories | Self-assessment tool, used in career planning, that assesses likes and dislikes of a variety of activities, objects, and types of persons |
| Year 10 | |
| Delivery | Outcomes |
| Progression activities for students in Year 10 | Preparation for transition to Year 11 and for planning for positive transition from Year 11 in line with RPA |
| Completion of 'looking ahead' forms with Year 10s | Self-assessment by pupils to determine how knowledgeable they are on options and to identify barriers to progression. Used to prioritise interviews in Autumn term |
| Preparation for work experience group sessions/mock interviews | Development of employability skills and interview skills useful for employment, and application to other post-16 opportunities |
| Complete and update Personal Development Plans | Pupils, parents and school have access to action required to ensure pupils make transition to EET |
| Pathway and progression planning to Level 4 courses and careers | Specialist guidance, information and advice on pathways to specific career goals to inform the selection of the correct GCSE, AS levels or A levels to lead to specific Level 4 courses or careers |
| Information and guidance at parents' evenings/open evenings | Parents/carers provided with information necessary to support their children |

There are three essential elements needed to deliver the full set of responsibilities universally, as follows:

Information:

- Publications
- Online websites
- Year 9 Choices publication

Advice:

- Tutorials
- Curriculum-based
- Individual and group work

Guidance:

- In-depth one-to-one
- Individual and personal with students and parents/carers
- Support for individual students
- Group work

| Year 11 Delivery | Outcomes |
|---|---|
| <p>Provide follow-up interviews for Year 11 pupils looking for work/training or without firm plans/decisions</p> <p>Ensure all Link students have received an interview, by visiting them at college/WBL provider or at home</p> <p>Pupils looking for apprenticeships/jobs/E2E are referred to Link E+T specialists</p> <p>Pathway and progression planning to Level 4 courses and careers</p> <p>Schools and pupils aware of exam results service available at Connexions Centres or at school/college</p> <p>Accompany vulnerable and at risk of NEET young people to enrolment at college or to WBL provider according to need</p> <p>Assist with enrolment activities at school/college</p> <p>Collect and provide local authorities with the required details of intended destinations and September Offers made to Year 11 students</p> <p>Information and guidance at parents' evenings/open evenings</p> | <p>Identification and support for pupils without a firm offer or with concerns about progression</p> <p>Additional support for those at risk of disengagement or without plans for making transition from Year 11, as they may have missed information provided in school</p> <p>Young people seeking employment and Apprenticeships are referred to specialist support to ensure a smooth transition</p> <p>Specialist information and advice on pathways to specific career goals to inform the selection of the correct GCSE, AS levels or A levels to lead to specific Level 4 courses or careers</p> <p>Pupils unsuccessful in meeting requirements for planned destination are supported into alternative provision to prevent them becoming NEET</p> <p>Young people able to access full-time opportunities or part-time opportunities to enable them to continue in learning with reduction in EMA support</p> <p>Ensure that young people enrol onto appropriate courses to prevent drop-out and are supported and guided through the enrolment process</p> <p>Meet school's progression measure</p> <p>Parents/carers provided with information necessary to support their children</p> |
| Year 12 & 13 Delivery | Outcomes |
| <p>Applications and interviews for potential HE applicants</p> <p>Pathway and progression planning to Level 4 courses and careers</p> <p>Sourcing, applications and interviews for training routes</p> <p>Collect and provide local authorities with the required details of intended destinations and September Offers made to Year 12 students</p> <p>Ensure all completed S139a assessments have been received by relevant providers</p> | <p>Young people prepared for, and supported with, applications to HE or for considering alternatives, including Apprenticeships, to prevent Year 13 leaver NEETs</p> <p>Specialist guidance, information and advice on pathways to specific career goals to inform the selection of the correct GCSE, AS levels or A levels to lead to specific Level 4 courses or careers</p> <p>Students progress</p> <p>RPA and progression measures met</p> <p>Plans and support put in place for pupils with additional needs to ensure they remain in EET in Year 12</p> |

Student Progression Information, Advice and Guidance: Delivery and Transfer of Statutory Duties from 1st April 2012

SCHOOL'S STATUTORY RESPONSIBILITY from 1st September 2012 to meet Statutory Responsibilities

The provision of careers education in schools

Education and Skills Act 2008 Section 81:

Section 81 is to be replaced by the **school's** duty to provide tutorial and PSHE learning to all students to enable students to plan ahead for progressions to post-16 learning, and HE, an apprenticeship or work.

The Education and Skills Act 2008 increases the minimum age at which young people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013.

Education Act 2012

Education Act 2011

A new duty on **schools** to **secure access to impartial and independent careers guidance for every pupil** in Years 9 to 11 (and potentially Year 8 and up to Year 13).

The governing body of a school to decide how best to fulfil this duty in accordance with the needs of its pupils.

Guidance, independent of the school, must be provided in an impartial manner, and should promote the best interests of the person to whom it is given.

Sources of independent careers guidance would include, but not be limited to, careers organisations funded by Government or other expert careers guidance providers.

A new national careers service will be established by April 2012, providing **web- and phone-based information and advice** and specifying **a standard** for local delivery.

LOCAL AUTHORITY STATUTORY RESPONSIBILITY from 1st April 2012 to meet Statutory Responsibilities

To participate and remain in education and training

Education and Skills Act 2008 Section 68:

A duty on **local authorities** to make available to young people support services that will encourage, enable or **assist those people to participate and remain in education and training**.

This includes reasonable face-to-face access to a Personal Adviser to provide information, advice and guidance advocacy and brokerage.

Assessments for young people with learning difficulties and/or disabilities

The Learning and Skills Act 2000, section 139a-c:

Requires local authorities to arrange assessments for young people with learning difficulties and/or disabilities as defined by the Act to assist their transition to post-16 education and training opportunities.

Tracking to establish the identities of persons belonging to its area

Education and Skills Act 2008 Section 68: Chapter 2 of Part 10:

A **local education authority** in England must make arrangements to enable it to establish **the identities of persons belonging to its area**.

Record-keeping requirements for LAs and their Connexions service providers to maintain a Connexions database so as to help service providers offer the right support services to young people (under Part 2) and support for local education authorities in promoting fulfilment of the duty to participate (under Chapter 2 of Part 1).