



### Summary of “Careers Guidance and Inspiration in Schools” April 2014

<https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

## Department for Education

Since September 2013, schools have been legally responsible for securing access to independent and impartial careers guidance for all their students in Years 8 to 13 with reference to Section 42A and section 45A of the Education Act 1997

Set out below are the key elements from the DfE Statutory Guidance with an “action”, or “notes” column prepared by David Ritchie and Associates (kindly authorised by David Ritchie as a Careers England Affiliate Member for wider publication and use)

*“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 so they are inspired and motivated to fulfil their potential. 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.” ..... “Ofsted has been giving careers guidance a higher priority in school inspections since September 2013 (following its report “Going in the Right Direction?”) taking into account how well the school delivers advice and guidance to all pupils in judging leadership and management. This statutory guidance has been revised to ensure that all schools are clear about what is expected of them in meeting their duty”*

*Careers Guidance and Inspiration in Schools DfE April 2014*



## Statutory Duty

The statutory duty requires governing bodies to ensure that all registered pupils are provided with independent (*impartial and external to the school*) careers guidance from years 8-13. Guidance must cover the range of education or training options including apprenticeships and other vocational pathways and promote the best interests of the pupil (*therefore requiring it to be accessible, accurate, relevant and up to date.*)

| Key Elements   | Your Evidence and Action Points of Policy and Programme |
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| <p><b>What must the governing body do?</b></p> <p>Should give clear advice to the head teacher upon which a careers advice and guidance strategy, properly funded, and meeting the school’s legal requirements can be defined. The Governing Body’s advice ought to take into account the following:</p> <ul style="list-style-type: none"> <li>• The value of mentors, coaches and employers representatives</li> <li>• Advice and Guidance strategy needing to be linked to outcomes for pupils</li> <li>• Provide a range of activities – careers fairs, speakers, visits, mentors</li> <li>• Access supporting web based CEIAG</li> <li>• External advice and guidance essential to compliment internal support</li> <li>• Stereotypical option choices to be challenged at all times</li> </ul> |   |
| <p><b>Responsibilities of schools</b></p> <ul style="list-style-type: none"> <li>• Should work in partnership with colleges, universities and training providers to provide good information advice and guidance</li> <li>• Pupils to be aware that if they do not achieve grade C in English and Maths they will be continuing Level 2 in school, college or in training</li> <li>• To enthuse students, especially girls to learn about STEM opportunities</li> </ul>  |   |



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| <ul style="list-style-type: none"> <li>• Provide the knowledge and skills to help pupils become entrepreneurial</li> <li>• Help the most able students be clear about the best universities and about the benefits and processes of securing Level 4 Higher Apprenticeships</li> <li>• Pupils to be taught the benefits of volunteering and other out of school activities that improve employability</li> </ul>   |  |
| <p><b>Inspiring Young People</b><br/>         Through the use of careers specialists, employers, mentors and alumni, pupils should be inspired to explore ambitious educational and career options.<br/>         Through simulation, experiential learning, work experience (for post 16 students) enterprise skills of risk taking, team working, problem solving can be enhanced.<br/>         Hear first-hand from alumni, employers through talks and visits and challenges.</p>                 |  |
| <p><b>Building strong connections with employers</b></p> <ul style="list-style-type: none"> <li>• CEIAG must be informed by reliable, up to date local labour market intelligence</li> <li>• Employers can provide this first hand supporting young people directly and making effective curriculum links</li> <li>• Mentoring, speakers, tasters, visits, careers fairs, challenges, competitions</li> <li>• Future First, Inspiring the Future, Business in the Community offer support</li> </ul> |  |
| <p><b>The National Careers Service</b></p> <p>Via web chat, on line, pc and app as well as a telephone service. (T) 0800 100 900<br/> <a href="https://nationalcareersservice.direct.gov.uk">https://nationalcareersservice.direct.gov.uk</a> Schools can currently commission additional support from NCS providers. Other services will be available from October 2014 relating to advice in respect of working with employers.</p>  |  |



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| <p><b>Helping pupils access full ranges of information</b></p> <p>Schools must secure independent and impartial guidance that includes the full range of education and training options supported by visits, tasters, open events to ensure every pupil makes decisions appropriate for them</p> <ul style="list-style-type: none"> <li>• Post 14 - GCSEs, University Technical Colleges, Studio School options</li> <li>• Post 16 – A Levels, vocational qualifications, apprenticeships, FE and school options</li> <li>• Post 18 – FE, HE, higher and other apprenticeships and gap year options</li> </ul> |  |
| <p><b>Face to Face Guidance</b></p> <p>Pupils can gain confidence and motivation from the opportunity to explore ideas through individual and group discussions. There can be a range of people engaged in this. Careers professionals supported by alumni, mentors and coaches. It is for the school to decide the most suitable impartial and independent support needed for young people to make effective and well informed decisions.</p>   |  |
| <p><b>Raising The Participation Age (RPA)</b></p> <p>Young people who left year 11 in 2013 are required to remain in education or training for a further year and pupils starting year 11 or below in September 2013 will need to continue until their 18<sup>th</sup> birthday. The school must ensure pupils are clear about this and what it means for them.</p> <ul style="list-style-type: none"> <li>• Remain in full time study at school, college or training</li> <li>• An apprenticeship or supported internship</li> </ul>  |  |



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| <ul style="list-style-type: none"> <li>• Full time work or volunteering (more than 20 hours) with part time accredited study</li> </ul>  |  |
| <p><b>Working with Local Authorities</b></p> <ul style="list-style-type: none"> <li>• Schools should work with LAs to identify those at risk of not participating post 16 those can then be supported under the September Guarantee.</li> <li>• Schools must provide relevant information to LA support services including name, address, DoB other information should be shared to support a young person participating in education or training to avoid them being NEET.</li> <li>• All educational institutions have a duty to notify the LA if a 16 or 17 year old leaves a programme before its completion. Local arrangements will be in place to facilitate this.</li> <li>• The LA should be informed of pupils who need targeted support or who are in danger of being NEET.</li> <li>• Schools should consider carefully how Pupil Premium is spent in motivating and inspiring vulnerable learners.</li> <li>• Schools should ensure young people understand the 16-19 Bursary Fund to support those experiencing financial hardship.</li> </ul> |  |
| <p><b>Supporting students with SEN or disabilities</b></p> <ul style="list-style-type: none"> <li>• CEIAG ought to help all young people with a range of SEN or disabilities to be aware of the range of mainstream opportunity as well as specialist provision</li> <li>• LAs have specific responsibilities to support those with statements and or Health Care Plans. All reviews from year 9 must focus on preparing for adulthood including employment, independent living.</li> <li>• Statutory Guidance will be provided in the new 0-25 code of practice</li> </ul>  |  |



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| <p><b>Working with Job Centre Plus</b></p> <ul style="list-style-type: none"> <li>• Forging links with JCP Disability Employment Advisers</li> <li>• Seeking knowledge about the needs of employers</li> </ul>   |  |
| <p><b>Evaluation and monitoring, advice and guidance</b></p> <p>Schools should monitor and evaluate the activities taking place whether delivered by staff or visiting employers, careers professionals or others seeking pupils feedback both formally and informally to inform programme developments.</p>   |  |
| <p><b>The Role of Ofsted</b></p> <p>Ofsted will take into account the quality of independent careers advice and guidance in making their judgement on leadership and management. Ofsted identified that insufficient evaluation of the quality of their careers guidance or use of Destinations Measures was taking place.</p>   |  |
| <p><b>Destination Measures</b></p> <p>Schools should make use of Destination Data (prepared by DfE) to monitor which provision offers good long term prospects. This information is broken down by a series of characteristics. The data shows the numbers of students who have continued in education and training and those who were NEET. These measures can feed into the judgements made by Ofsted.</p> |  |

careers England



*promoting social mobility, achievement and economic well-being*

Summary Notes/Actions To Be Taken

DRA.PAC.CE.5.2014