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National College
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Schools

Impartial careers education: Principles into practice

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Resource

National College for Leadership of Schools and Children's Services

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In September 2009, the National College for School Leadership became the National College for Leadership of Schools and Children's Services. This important change reflects the recent extension of our remit to include responsibility for providing training and support for directors of children's services and those who aspire to the role.

Our new name underlines a shared commitment to improving the lives and life chances of children and young people, and our extended remit builds on the success of our continued work to support leaders in schools and early years settings – work that is already making a positive difference.

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources. To find out more about becoming part of this inspiring professional community visit our website at www.nationalcollege.org.uk.

With thanks to all of the IAG Advocates and the schools and colleges who participated in the research and the reference group of headteachers who contributed their views. Particular thanks go to Liz Cresswell, author of the research report; Graham Soles, National College IAG project leader, for his unfailing encouragement; and David Andrews, Senior Fellow, National Institute for Careers Education and Counselling (NICEC), for his support, professional insights and constructive suggestions.

Tricia Sharpe

Impartial careers education: Principles into practice

The purpose of this booklet

The students who started their secondary education in September 2009 will be the first cohort to all continue in learning until the age of 18. The reforms to 14-19 learning are already increasing the range of courses and progression opportunities available to young people. A key responsibility of schools, Pupil Referral Units (PRUs) and their partners is to transform the learning on offer in a progressive, coordinated and coherent way. Central to successful implementation is high quality careers education and information, advice and guidance (IAG).

This booklet has been written to accompany the National College research report: *Effective leadership of information, advice and guidance* and the new DCSF statutory guidance for impartial careers education (DCSF, October 2009). Its purpose is to illustrate the new Principles for careers education through drawing on case study material derived from National College IAG-related research. Driving improvements in career-related provision to achieve the new Principles is the responsibility of senior leadership. The case study examples are offered to school/PRU leaders to inform review of careers education and IAG programmes and to support further development and change.

The source of case study material

The research was undertaken in 16 schools and two post-16 colleges by National College IAG Advocates between December 2008 and March 2009. It involved examining provision, reviewing literature and systems, face to face and telephone interviews and questionnaires completed by staff and pupils.

Schools were chosen for inclusion in the study generally on the basis of excellence criteria, for instance as a result of being identified as outstanding in relevant aspects in their Ofsted report or because of good practice highlighted as part of the Diploma Gateway process. The schools covered a range of contexts and geographical settings. Some were large 11-18 high schools, some smaller 11-16 providers and there were two post-16 institutions. Several in the sample

were urban, others rural. Some drew pupils from areas of considerable deprivation; others had significant numbers of pupils from higher than average income households. All institutions had one feature in common: the importance placed on IAG as integral to school improvement.

Why are careers education and information, advice and guidance so important?

The statistics related to participation and attainment continue to show too many young people either dropping out of learning or not achieving their potential through lack of interest. The current reforms seek to offer an expanded range of courses, learning settings and methods that aim to better match the individual aspirations and preferences of students. At the key decision points of 14 and 16, students must be able to understand and evaluate the breadth of opportunities that are available and be able to access the support that will help them relate these to their own capacities and aims for the future. This can only be achieved through:

- a careers education programme that enables students to develop personal insight, career knowledge and career planning and management skills
- information and advice that is personalised, comprehensive and impartial
- experiences of work and learning that are beyond the boundaries of solely school-based learning and that offer tastes of alternative subjects, approaches and futures.

Research shows that the information provided by some schools is still restricted to their own delivery options or pays only token attention to alternatives. This may be through deliberate policy or because of their own lack of awareness. Where this happens, students' motivation and progression are put at risk.

The role of school leaders

National College research through the IAG Advocates underlined the critical role of school leaders.

“Headteachers and leadership teams had a vision for IAG as being central to the work of their schools and a relentless focus on IAG as a means of improving choices and outcomes for pupils. ... The best schools had an improvement plan for IAG and either produced a separate IAG SEF or included reference to IAG within the whole school document. Leaders backed up their commitment with adequate or generous resourcing and identified a separate budget for IAG activities.” *Research report: Effective leadership of information, advice and guidance (IAG), page 4, October 2009.*

It is the duty of the headteacher or principal and of the governing body of each school to comply with statutory requirements and the new guidance. For a PRU the duty is the responsibility of the local authority and the teacher-in-charge. The SEF (Self-evaluation form) and the Ofsted Evaluation Schedule have been revised to support the monitoring process.

How to use this booklet

This booklet foregrounds the new Principles of impartial careers education. For ease of reference, Section 1 reiterates the core text from the DCSF statutory guidance.

Section 2 takes each Principle in turn and:

- examines the statements that define and describe the desired outcomes for young people;
- outlines some of the leadership structures and systems, staffing and practice that have the potential to lead to these outcomes being achieved;
- illustrates the above using examples from the case studies as prompts to your own reflections.

The final section presents two whole school case studies that have been analysed in relation to the Principles. They both show how structures, systems and practice might be combined and integrated to implement a coherent and

relevant careers education and IAG programme in line with the Principles.

In Sections 2 and 3, you will see that for some aspects of the Principles, examples are few in number or do not presently exist. This indicates areas where significant new development will be necessary to reach a point where all pupils receive the high quality careers education and IAG that they will need to progress successfully through learning and into work.

Further information

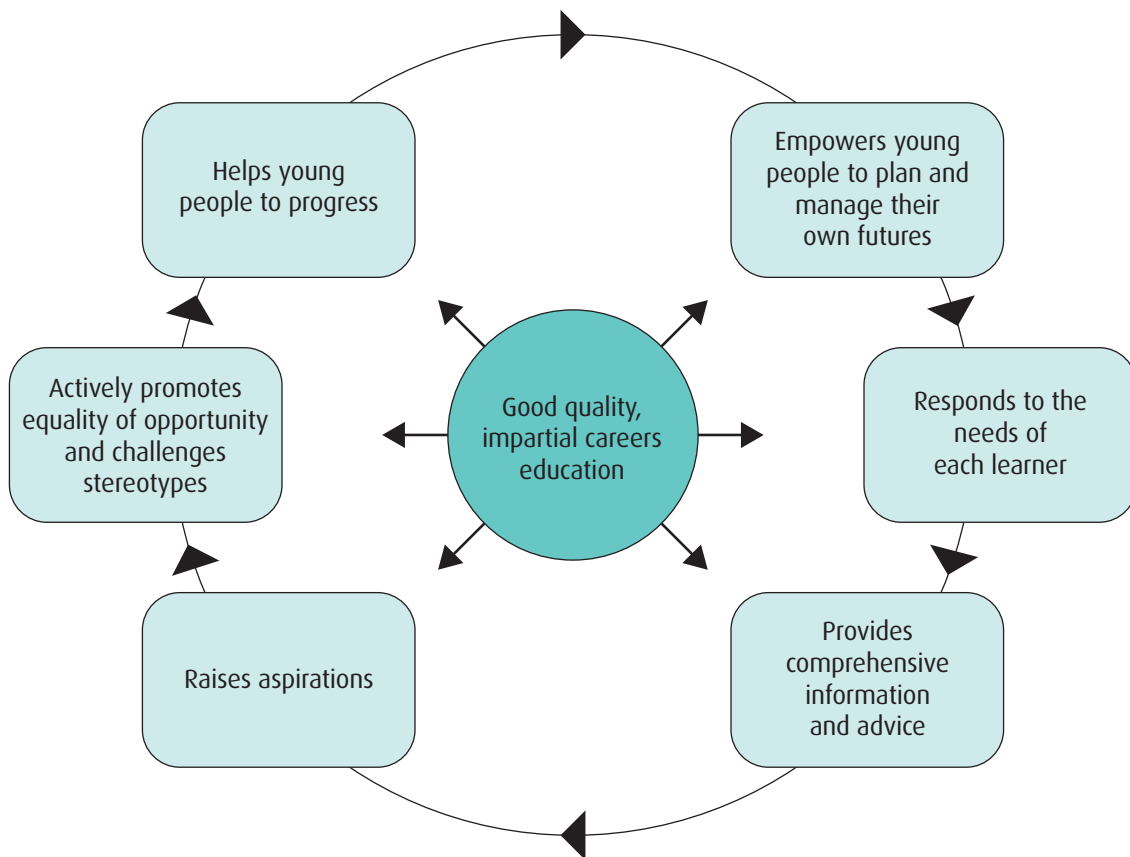
- For the summary report of the findings of the National College research, see www.nationalcollege.org.uk/publications
- The statutory guidance, including Principles and key information, can be found at www.dcsf.gov.uk
- The Resources Pack, including the revised careers education framework, can be downloaded from www.cegnet.co.uk

The new Principles of impartial careers education

Changes made by the Education and Skills Act 2008 require schools, in the delivery of their statutory requirement to provide careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils.

The statutory Guidance identifies six Principles of good quality, impartial careers education that are accompanied by short outcome focused statement that clarify the Principles and help schools to understand if they have been met.

The six Principles



1. Empowers young people to plan and manage their own futures

Schools will meet this principle if young people:

- 1.1 are able to investigate opportunities for learning and work on their own
- 1.2 are able to interpret information and to identify partiality and bias
- 1.3 make challenging but realistic plans for their future learning and work
- 1.4 recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.5 are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.6 feed back that they have the skills that they need to plan and manage their careers.

2. Responds to the needs of each learner

Schools will meet this principle if young people:

- 2.1 understand what motivates them, their strengths and their learning/work preferences
- 2.2 know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 understand the skills and qualifications that they need to pursue their ambitions
- 2.4 have an individual learning plan (ILP) that they keep under review and update as they approach each transition¹
- 2.5 influence the design and delivery of careers education/information and advice services
- 2.6 feed back that they have received the personalised support that they have needed to make informed choices.

3. Provides comprehensive information and advice

Schools will meet this principle if young people:

- 3.1 understand the opportunities afforded by, and are provided with easy access to:
 - the Connexions service
 - Connexions Direct
 - the local 14-19 prospectus
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
 - Business Link
 - UCAS and Unistats
- 3.2 understand the full range of learning opportunities open to them within the school and elsewhere (including at the local college and with work based learning providers)
- 3.3 understand the opportunities for progression to further learning afforded by each course/pathway, including to Higher Education
- 3.4 understand the work opportunities and rewards afforded by each course/pathway

- 3.5 understand the opportunities afforded by self-employment
- 3.6 know how to access information about community and voluntary opportunities
- 3.7 understand, and are able to claim, the financial support that they are eligible to receive to support their learning
- 3.8 understand the concept of labour markets
- 3.9 are aware of opportunities within local, regional and national labour markets
- 3.10 understand their rights and responsibilities at work
- 3.11 feed back that they have had the information and advice that they have needed to make informed choices.

4. Raises aspirations

Schools will meet this principle if young people:

- 4.1 have been positively challenged to consider opportunities they might not otherwise have considered (e.g. by experiential learning or “taster” sessions and through visits to employers, work based training providers, universities etc.)
- 4.2 set challenging but realistic learning and work goals
- 4.3 understand the benefits of economic independence
- 4.4 have positive expectations of work
- 4.5 understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 4.6 recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 feed back that they are excited by, and committed to, further learning.

5. Actively promotes equality of opportunity and challenges stereotypes

Schools will meet this principle if young people:

- 5.1 are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 understand that stereotypical decision-making can have financial implications

¹Guidance on Individual Learning Plans is available at www.iagworkforce.co.uk/

- 5.3 consider learning and work options that are not generally associated with their school
- 5.4 consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- 5.5 make successful transitions when they choose non-traditional opportunities
- 5.6 feed back that they recognise, and reject, learning and work stereotypes.

6. Helps young people to progress

Schools will meet this principle if young people:

- 6.1 understand the relevance to their future lives of each part of the curriculum
- 6.2 understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 can follow applications procedures and prepare for interviews
- 6.5 understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer
- 6.6 understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 understand the Common Application Process and are able to use it as required when applying for post 16 provision
- 6.8 progress smoothly into employment, education or training after leaving school
- 6.9 feed back, after leaving school, that they are satisfied with the decisions that they have made.

Definitions

In the statutory guidance the following definitions are provided:

- “Careers education” helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future.
- “Information, advice and guidance” is used to refer specifically to personalised support on learning and work pathways and on other key issues that impact on young people’s ability to develop and progress. Effective, personalised IAG -which may be delivered by a very wide range of people within the school/PRU and externally- enhances and complements careers education.

The individual Principles: implications for leadership and practice

This section focuses on the individual Principles of impartial careers education. Each subsection explores one Principle and teases out the key implications for leadership structures and systems, staffing and delivery. Where illustration exists in the case study materials, these are presented as boxed vignettes.

P1 Principle 1: Empowers young people to plan and manage their own futures

Remind me of this Principle

Schools will meet this principle if young people:

- 1.1 are able to investigate opportunities for learning and work on their own
- 1.2 are able to interpret information and to identify partiality and bias
- 1.3 make challenging but realistic plans for their future learning and work
- 1.4 recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.5 are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.6 feed back that they have the skills that they need to plan and manage their careers.

This principle is key to shaping the careers education programme in every school. It places a student's self development, career management and decision-making skills, and confident handling of change at the heart of the outcomes to be achieved.

- 1.3 highlights that plans should be 'realistic'. This suggests the importance of tracking to ascertain subsequent retention and achievement. This aspect is returned to in Principle 6.

Implications for a delivery model

The emphasis on enabling career planning and career management skills points to a delivery model where these outcomes are central and drive a curriculum programme that is squarely focused on personal development.

Many case study schools are integrating these aspects into programmes such as PSHE education, citizenship or life skills. The critical feature is that the programme offers regular sessions that enable revisiting of concepts, progressive skills practice and supported time for reflection. These outcomes cannot be adequately achieved through occasional and isolated events where the timetable is suspended or through being slotted into tutorial time already taken up with registration and administrative tasks.

At best, schools are joining up all aspects of careers education, PSHE education and well-being into an integrated and comprehensive course that is taught by a small team of teachers who are confident with this area of the curriculum. Communication links into the tutorial system are explicit and managed proactively.

Life Skills at School 4: an inner city 11-16 school and community college

School 4 has tried many different delivery methods for IAG, PSHE, Citizenship and Careers Education over the years.

In September 2000, School 4 launched the Life Skills Faculty. The leadership of the college decided that if they wanted a high status, sustainable, consistent delivery of the panoply of areas that are connected to IAG it would have to be a normal part of the core curriculum. Even further: a normal faculty in the college. So the Life Skills Faculty was born. It was to be like every other faculty in the college and have a Head of Faculty (HoF) on the same salary as other Heads of Faculty.

The programme has the following features:

1. The programme commences at the start of Year 7 with an induction followed by modules such as dealing with bullying, understanding emotions, introduction to the progress file, safety, opinions, family matters and the "Real Game".

2. The modular programme builds progressively through the key stages and reflects the issues and decision making points that confront students at particular times. An “environment friendly” module includes looking after the planet, citizenship & enterprise is delivered in Year 8. GCSE, BTEC, Diploma and other options, choice and progress file in Year 9; work experience in Year 10 and post 16 options in Year 11.
3. In Year 7, students remain with the same teacher for all aspects of the programme. This enables them to get to know a member of staff well early on in their new school. This is also the case in Year 11.
4. In Years 8, 9 & 10 staff deliver modules according to their areas of interest and expertise to the whole year cohort.
5. Students develop and refine a range of skills throughout the programme, particularly research and interpretation, planning and decision-making
6. Life Skills are included in the reporting processes and documentation for parents.

Linkage of Life Skills to the tutorial system at School 4

The Life Skills Faculty has a close working relationship with the Key Stage Leaders and Form Tutors especially to do with recording student involvement in community and extra-curricular activities. This is managed by the form tutor, enabling students to develop their roles as active citizens who contribute not only to their immediate community but also to the wider local, national and global communities in which they live.

Implications for staffing

To be successful in implementing this approach, staff need to be trained in core concepts and in delivering and assessing a skills-based curriculum. Pedagogy is somewhat different from that for subject delivery. This suggests that deploying a dedicated group of trained staff may be more feasible and effective than attempting to develop all staff.

Staffing Life Skills at School 4

In the nineties most careers education and IAG sessions were delivered by a very small team of careers teachers, with good links to the Careers Service and form tutors. The Careers teachers were good but marginalised and there was no consistency among the form tutors.

For the new Life Skills programme, in the first instance some of the teachers trained were those interested in the concept and others were directed. Within two years however, all the teachers on the programme were full-time Life Skills teachers. A key feature of the training of the staff was the college’s own Training School, the Graduate Training Programme and very close links with ITT at the local university.

The programme quality is greatly improved because it is delivered by specialist teachers who understand and are enthusiastic about this part of the curriculum and recognise its value in developing wider skills and attributes.

Implications for leadership and accountability

The fundamentals include:

- a curriculum statement concerning the programme;
- a senior manager with responsibility to lead this area of work, keep it under review and ensure that staff are qualified and/or trained as appropriate;
- operational management probably devolved to a middle leader or careers coordinator;

Senior leadership of Life Skills at School 4

Like other faculties, Life Skills is managed by a member of the SLT who also leads on student progress. There are regular, half-termly timetabled line management meetings between the HoF and the SLT link. Other more frequent informal meetings take place as and when necessary. The HoF produces an annual report, now developed into a faculty SEF, which links into the Development/ Improvement Planning process. This is a public document and is discussed formally at SLT meetings.

“An SLT member gives this work credibility – without the leadership of the Assistant Headteacher much of this work simply wouldn’t happen”.

Coordinator of CEG and Enterprise, School 6

- a school/PRU-wide IAG development plan and quality assurance system with indicators that enable consistency and effectiveness of practice to be judged;
- schemes of work;
- an assessment process that is based on assessment for learning (AfL) principles and builds from students' own perceptions of their progress and achievements;
- an evaluation process that collects and values student feedback;
- links are made between evaluation findings and data on destinations and retention.

“The ‘whole school’ approach to Life Skills (Citizenship, PSHE, Careers Education and Enterprise) remains a fundamental and developing aspect of college life and is changing as new demands come forward, such as the new Diplomas.”
Headteacher, School 4

P2 Principle 2: Responds to the needs of each learner

Remind me of this Principle

Schools will meet this principle if young people:

- 2.1 understand what motivates them, their strengths and their learning/work preferences
- 2.2 know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 understand the skills and qualifications that they need to pursue their ambitions
- 2.4 have an individual learning plan (ILP) that they keep under review and update as they approach each transition
- 2.5 influence the design and delivery of careers education/information and advice services
- 2.6 feed back that they have received the personalised support that they have needed to make informed choices.

Principle 2 adds further details to Principle 1. It emphasises the importance of young people having insight into their capacities and preferences; of the careers education and IAG programme being differentiated to meet individual needs, including access to specialised career guidance; and of young people being asked for their views and contributing to the services they receive. The young person is active not passive

and is able to apply and develop the skills associated with Principle 1 to access and assess the information she or he needs.

Implications for a delivery model

This Principle combines the increasing self awareness of young people and their understanding and definition of their own goals with the provision of the personalised services that they need.

Key elements to achieve Principle 2 include:

- providing students with opportunities both to deepen their understanding of themselves and what they want to achieve and to discover how they learn best;
- helping students to understand the relationship between options on offer and when and how career education and IAG sessions will enable them to take decisions and plan at points of transition;
- offering a flexible, responsive and personalised programme and services. This might include individual time, use of group work and draw on Connexions support and other external partners;

Responsive provision for students with special needs at case study 8: a 6th form centre in a metropolitan borough

Approximately 50 students come from the three Special Schools. Specialist provision at the centre includes physical support, adapted computers, sensory provision, support assistants, etc. A very detailed programme of provision benefits from a specialist advisor, shared with the three Special Schools. Regular and frequent review/planning meetings are attended by a number of professionals including the Head of Faculty, the three Heads of the Special Schools, where required the Local Authority, therapists, tutors, the guidance team and family support. This excellent model of teamwork and good communications ensures top quality IAG for these students.

A measure of the success is that almost a quarter of these students are integrated into mainstream provision, with several progressing from entry level 3 to mainstream levels. Most students with special needs stay at the college until age 19; all are well prepared for the next step in their lives,

whether in further study, residential care, studying at a further education college or working in specialist employment.

- ensuring that students know what specialist help is available and how referrals work;
- enabling students to articulate and review their learning pathway via an Individual Learning Plan;

Action planning at School 9: an 11-18 Science College in a shire county

The Individual Learning Plan and progress file give students the opportunity to record their own learning whilst gaining skills for goal and target setting. The ILP provides the student the opportunity to create their personal statement.

- asking students for their views on the value of the services they receive and demonstrating how this feedback will influence change and development. This might be done through surveys at key decision points and through exit interviews, especially if a student is choosing not to complete a course.

Implications for staffing

Principle 2 requires all staff to:

- take responsibility for and contribute to the development of students' self awareness;
- respond to individuals' requests and needs related to work and further learning, within the limits of staff members' own knowledge.

Structures can support this through allowing staff time with individual students to enable each young person to reflect on what they are learning about themselves, to formulate and review targets and goals and identify what they need to know. All staff may benefit from training on facilitation of one-to-one discussions.

Enabling staff to support personalised and impartial IAG in School 15: an 11-18 specialist school for the performing arts with a very large catchment area

School 15 considers that two years ago their IAG provision was not very good; senior leaders made a positive decision to shape change. The increased flexibility available to pupils

at KS4 meant it was critical to have open and honest conversations with pupils to ensure they make the best possible choices.

The staffing structure was changed; one of the drivers for this was to facilitate the IAG provision across the school. It was felt important that teams of staff should not move up the school by following a particular cohort of pupils but rather develop the skills for a particular area or transition. For instance, the group of Form staff who work with Year 8 stay with them into Year 9 to support their transition into KS4; they then return to working with new Form groups in Year 8 while these pupils are picked up by KS4 staff.

Specific staff may be deployed in specialised roles in line with Principle 2. These might include:

- staff trained in careers education and IAG who will be able to explain the programme to young people and play lead roles in addressing individual careers education and IAG needs;
- staff trained in support roles, such as learning mentors, inclusion support or similar who may be asked for career or future learning-related advice.

Mentoring at School 5: an 11-16 specialist school for the performing arts serving a small town and surrounding villages

The mentoring system forms a very important part of the IAG system and supports the whole provision. The current system, although still developing, is the culmination of a long term vision of the headteacher that all young people have the right to an adult that they can turn to.

Mentors come from across a range of adults at the school and are selected as the most appropriate person possible for each pupil. All have been trained, either by an external trainer or by one of a group of 12 school staff who have been trained as trainers.

Mentors meet with their mentees and their parents at the Year 9 Options Fair to start to establish the relationship. They will then meet again at least three times per year following the major assessment windows. Meetings are generally about 15 minutes in length but their frequency and length might be considerably more than this where necessary.

Implications for leadership and accountability

The designated senior leader should make sure that:

- the careers education and IAG programme has the capacity to be responsive to individual needs through the allocation of adequate resources, including time and trained staff;
- staff are clear that responsiveness to individual student IAG needs should be the norm;
- the delivery model for personalised IAG reflects and supports the wider aims for personalised learning in the school;
- there is a system that supports the development and review of Individual Learning Plans;
- there is an evaluation and feedback process in place so that judgments can be made about the effectiveness of the personalised service;
- a system is in place to collate and analyse student feedback about the help they had to take appropriate decisions and changes are made. as indicated.

Student views from School 17: a large voluntary aided 11-18 school for girls with specialist technology status based in an industrial town

“The school allowed me to think about all the options but I decided to stay here because of the good courses. I enjoy school and it is the right place for me to be”.

“Whenever I need information or help I know where to go – the guidance room, on the computer or Mrs Whitehouse!”

“The school likes to hear our opinions – we are always filling in feedback sheets. It seems like they are genuinely trying to help us with all the information and not just marketing the school.”

P3

Principle 3: Provides comprehensive information and advice

Remind me of this Principle

Schools will meet this principle if young people:

- 3.1 understand the opportunities afforded by, and are provided with easy access to:
 - the Connexions service

- Connexions Direct
 - the local 14-19 prospectus
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
 - Business Link
 - UCAS and Unistats
- 3.2 understand the full range of learning opportunities open to them within the school and elsewhere (including at the local college and with work based learning providers)
 - 3.3 understand the opportunities for progression to further learning afforded by each course/pathway, including to Higher Education
 - 3.4 understand the work opportunities and rewards afforded by each course/pathway
 - 3.5 understand the opportunities afforded by self-employment
 - 3.6 know how to access information about community and voluntary opportunities
 - 3.7 understand, and are able to claim, the financial support that they are eligible to receive to support their learning
 - 3.8 understand the concept of labour markets
 - 3.9 are aware of opportunities within local, regional and national labour markets
 - 3.10 understand their rights and responsibilities at work
 - 3.11 feed back that they have had the information and advice that they have needed to make informed choices.

Principle 3 indicates the scope of the impartial information and advice to which students should have supported access. All learning and progression routes and development opportunities are to be covered, along with details about the benefits and disadvantages that will contribute to a young person being able to evaluate the information and take an appropriate decision. Parents and carers should also be informed as research continues to show that they are key influencers on their children’s choices.

The Principle stresses the value of information and advice external to the school/PRU. This includes web-based resources, such as the new local on-line 14-19 prospectuses; and specialist input from the Connexions service. Young people must be informed about these additional sources of

help and mechanisms put in place to facilitate their use when needed. No school can claim to provide impartial IAG unless it can demonstrate that students make reference to these.

The Key Information section (Annex B) in the statutory guidance presents a list of questions on post-key stage 3 and post-16 learning pathways to which young people require answers. This section reminds schools and PRUs of the value of young people developing their own knowledge and understanding through experiential learning as well as through information sessions.

Implications for a delivery model

The key point here is that young people must be informed about and understand all of the options and opportunities open to them. In the light of substantive changes to the KS4 curriculum, this means structured awareness raising during KS3 as well in KS4 and at post-16. Students presently at KS3 will be the first to continue their learning until age 17. They will need information to help them anticipate both their entitlement through the Pupil Guarantee and progression pathways post-16 and post-18.

Schools can request a face-to face briefing for staff and a toolkit on the 14-19 reforms. See www.dcsf.gov.uk/14-19 and also www.cegnet.co.uk

All the schools and colleges in the case studies described the range of opportunities that are introduced and how this is achieved. In most, this is through a number of mechanisms.

Given the development of the curriculum at KS4 and the new choices that will be available at the latest by 2013, some schools have begun to review the appropriateness of their IAG support. At KS4, many schools have IAG provision already in place that will be able to accommodate new 14-19 requirements.

IAG provision at KS4 and KS5 at School 15: an 11-18 specialist school for the performing arts with a very large catchment in a predominantly rural county

Student views

- We have the GCSE open evening – we can ask the teachers what the subjects are like and there are pupils taking the subjects there as well
- There are loads of assemblies. We are told about all the different subjects and about career choices
- We have taster days for college and we visit the colleges and we have taster sessions in school
- We have an independent careers adviser who can help guide you and we are encouraged to talk to her
- We get emails. All pupils have an email address, we are given information about when to apply for courses, we are emailed a weekly newsletter, there is information about scholarships, jobs, apprenticeships. The information goes to everybody in the year group
- We are encouraged to go to the other schools' open evenings. We talk a lot at the open evenings
- Form tutors are always there to help, especially during the Personal Development sessions
- The tripartite reviews in Year 13 are very useful (student, parent and tutor)
- Lots of 6th formers help the younger pupils; we teach them musical instruments, help with reading etc.
- Some of us are trained as mentors, we listen to them. The training is carried out by trained teacher mentors.

Leadership comment

It is considered vital that students make the right choices from the start and that these are the most appropriate to their needs.

All pupils have to apply to the 6th form and are interviewed for their place (even if they are 'staying on' from Year 11). We make it clear to all pupils that they must 'buy into' the school standards; they must show they really want to come. They have to apply rather than to 'slide in' or be 'recruited'.

All tutors are trained in the need for impartiality to ensure that the advice they give is not biased by their own subjects or personal experiences.

Implementation also requires a school to:

- have in place links to external sources of information and support. This should include expert advice and guidance offered by Integrated Youth Support Services, including Connexions; and contact with colleges, universities, work-based learning providers, voluntary sector organisations and employers who can 'tell it as it is';

The role of Connexions at case study 14: one of the largest further education colleges in a metropolitan borough

Pre Entry Advice and Guidance

14-19 year old students are referred to Connexions for one-to-one appointments before enrolling on to courses. This provides a prospective student with the opportunity to discuss their choice of course with a member of the Connexions team, ensuring that they have access to unbiased information on the College and the course. The Adviser is also able to alert them to the Connexions services on offer and begin the action planning process with them if this has not been carried out previously.

On-course

Every 14-19 year old is introduced to the relevant Connexions Advisers during their course induction. Students are advised how to book appointments and are actively encouraged to make use of this service. This appointment will last for approximately one hour and the student will leave with a comprehensive action plan and if required a follow up appointment to check progress. There is an IAG presence at parents evening allowing parents to discuss their child's progression options with a qualified IAG Adviser.

- have facilities for consulting paper- and web-based resources;

Facilities at School 17: a large voluntary aided 11-18 school for girls with specialist technology status based in an industrial town

School leaders believe its facilities are one of its top-5 features related to IAG: "There is a dedicated 'open all hours' Guidance Room with teaching materials, a teaching space, ICT, information stands, careers library, information about LMI, Connexions support and other resources related to IAG and progression pathways – all with disabled access."

- facilitate and promote student access. This suggests that students should:
 - be taught how to use the information sources available. One approach becoming more prevalent is via a school- or consortium-based VLE or learning

platform. In some case studies this can be accessed at home by students with their parents/carers;

- know how to make appointments with the Connexions service;
- be encouraged to allocate time to these activities as needed, either through structured sessions or open access.

Facilitated contact with external sources of help at School 3: a Maths and Computing College in one of the most deprived communities in a metropolitan borough

The May 'Aspiration Day' comprises mock interviews with a range of employers in the morning and work experience preparation in the afternoon. Other 'Aspiration Days' feature the Yr 9s visit to University College London (UCL) and 350 students from KS4 and 6th Form visiting 'SkillsLondon': the UK's biggest careers event at the ExCel centre (Docklands). Many students return by themselves on the Saturday.

Every student in KS4 also registers on to the 'My Choice London' website; this is the pan London Prospectus of all schools and FE colleges. The Assistant Head responsible for this area of work says that getting every KS4 student registered onto 'My Choice London' is his best IAG achievement to date.

Note: 'My Choice London' is a 14-19 prospectus that covers all London provision and it will soon have a job vacancies list, a link to Apprenticeships Vacancies On-Line and a Common Application Process (CAP)

One key issue is how to best promote options that are entirely new and that students and their parents/carers will not have observed or even heard about before. One recommended approach was to employ experiential learning including 'tasters'.

A partnership approach to careers education/IAG pre-Diploma at case study 12: a long-standing consortium of six schools and a college now delivering Diplomas

With the impending introduction of Diploma qualifications, there was an increasing recognition across the Partnership that the quality of career-related programmes needed to be enhanced in order to provide an appropriate, high quality and consistent level of support for students as they made course choices from the widening range of opportunities brought about by 14-19 curriculum developments.

In response, the Partnership decided to pilot a Pre-Diploma Year for Year 9 students at one Partnership centre in 2007-8 in which employers and local HE providers would be engaged. The aim was to develop experiential learning approaches and appropriate careers education/ IAG for each Diploma line of learning.

In September 2007, the school selected for the pilot introduced the **Pre-Diploma Course** - four hours of timetabled time per week - in which all Year 9 students participated. In addition to three main elements - Creative & Media, Internationalism and Industrial Awareness - all students were involved in a total of 24 timetabled hours of work-related learning, careers education and IAG (known to students simply as **IAG**), designed to ensure effective preparation for the Key Stage 4 options choices process. The CE/IAG was delivered by two of the school's specialist CE/IAG teachers and its Connexions Personal Advisers using a rolling programme of three separate two-week sessions taking place between October and options decisions in February.

The focus of activities within each two-week session:

- IAG session 1 (8 hours)
Self-assessments, work and skills,
Plan-it (Where am I now?)
- IAG session 2 (8 hours)
Investigating employment and possible course choices,
Plan-it (Where do I want to get to?), Futures4Me (Area-Wide Prospectus)
- IAG session 3 (8 hours)
Planning for the future and preparing for the options process, Plan-it (How am I going to get there?),
Aimhigher activities.

A total of 191 Year 9 students (from a Year group of 204) completed a reflection sheet at the end of their last Pre-Diploma IAG session. In general students' responses were very positive about the IAG element and reported that their parents had appreciated and drawn upon the information provided to them.

Implications for staffing

Implementation of Principle 3 has implications for all staff: it is critical that everyone recognise the primary importance of information and advice being impartial. Students often ask subject teachers and those in learning support roles for information and advice on future directions and it is the responsibility of all staff to enable students to distinguish between facts and staff members' own opinions.

School 15: an 11-18 specialist school for the performing arts

Everybody connected with the provision in school talked about ICAG (Impartial Careers Advice and Guidance). The impartiality part is very important, with all participants (including pupils) able to talk freely about how the advice and guidance is given in an impartial way.

Clearly, the degree of comprehensiveness of knowledge that is required by staff will depend on the IAG implementation strategy; and they must be trained accordingly. One key point illustrated within the case studies is that all staff should recognise the limitations of their knowledge and refer to experts as needed.

Professional development at School 9: an 11-16 Science College and lead school for the ICT Diploma

All staff involved in the management and delivery of career- and further learning-related information and advice are required to maintain and update their own knowledge and skills base. The Careers and Personal Development Adviser (CPDA) attends regular meetings and training offered by the Connexions service information team. Information gathered is cascaded to relevant staff via the schools shared areas and through PSHCE curriculum team meetings.

As part of the formal training programme for new staff, during term 1, a session is allocated to inform them about the range of Connexions resources available, procedures to access the CPDA, support available with regard to guidance issues and other relevant information. Training needs are also formally identified through programme evaluation. Informally requests for individual training needs can be made to CPDA and through other leaders.

In addition, all staff should be aware of the system for accessing specialist advice and for referrals and know how this works so that they can signpost students appropriately. A named staff member may have lead responsibility to manage the process; it might be the remit of all members of the career education/IAG team; or shared more widely with tutorial staff. All schools/PRUs should have access to specialist staff, such as Connexions advisers.

Connexions provision for case study 14

A contract for an agreed number of support days from Personal Advisers is decided between the local authority and Connexions. Currently there are five part time staff. The team provides an impartial IAG service to students aged 14 – 19 (up to age 25 if students have LDD) across the different campuses of the college:

- two focusing on IAG for students aged 16-19
- one focusing on IAG for students aged 14-16 on the Increased Flexibility Programme (IFP)
- two focusing on IAG for students with Learning Difficulties & Disabilities who were previously educated outside a mainstream school.

Connexions services also include:

- regular identification of job vacancies and matching these to students who are about to leave college;
- joint short term projects such a Young Mother's Project aimed at supporting young mothers who are not in education, employment or training to access guidance, life-coaching and a qualification with the intention of moving them into a positive outcome.

Implications for leadership and accountability

The critical issues for leadership in the light of 14-19 reforms are to:

- provide a clear statement of the school's/PRU's policy regarding the provision of impartial information and advice on learning options;
- ensure that information is impartial and comprehensive. Pathways will become increasingly complex as the pathways and associated opportunities develop;
- allocate adequate time to cover the required scope of information and advice;
- ensure that resources and access are sufficient, including on-line access;
- identify external contributors and establish partnerships with all relevant agencies and organisations
- allocate leadership roles with responsibilities and time for building and maintaining partner relationships. Governors may be able to support leaders here;

A 14-19 partnership approach from case study 12: a Diploma consortium

The Partnership IAG group was established to enhance the quality of IAG available to students and develop a consistency of approach. It comprises the IAG Coordinator from each Partnership Centre as well as the local Connexions Development Manager and the Partnership Coordinator. In 2007-8, the group was involved in the development of the Area-Wide Prospectus, Post-16 Plan-it (an Individual Learning Plan), preparations for Diploma introduction, identification of Diploma progression routes, the planning and co-ordination of Year 9 Parent Information Evenings, the introduction of a Partnership-wide 'Diploma Tasters' programme, Diploma-related experiences of work, shared quality assurance for IAG, resources for the Partnership VLE and the making of a

video of interviews with Diploma lead staff for the first 10 Diploma lines for use with students.

- set up and monitor partnership agreements with relevant providers;
- set up a management system for referrals and assess evidence of links being made and used;
- train staff to facilitate student access and to signpost using the agreed referral process;
- monitor usage of external resources and online access by students;
- help parents/carers to understand all the opportunities available;
- provide additional support for young people who are struggling to get the information or help they need;
- ask students for feedback on their satisfaction with ease of access and the information and advice proffered;
- collect and monitor data on destinations and retention to verify that students have been able to make the best decision for themselves.

“Effective multi-agency working is key - it is important that everyone knows their role, and those of others in the team.”

Assistant headteacher, School 6

Leadership at School 6: a very large 11-18 community school set in a market town and also serving a rural area

Assistant Headteacher (Work Related Learning)

believes it is vital to have firm and committed leadership that ensures the delivery and evaluation of the school's vision for IAG. She line-manages the Coordinator of careers education and guidance (CEG) and Enterprise and works closely with the Coordinator of PHSCE and the Assistant Headteacher (Inclusion). She is also responsible for the work of the Extended Schools Coordinator and recent developments have included a health “drop-in centre”, a health clinic and “baby and you” clinic. These operate at lunchtime or after school and students are able to self-refer to these confidential services facilitated by health professionals.

She has identified the need to separately plan for:

- information - the wide range of resources and materials provided; all accurate and up to date

- advice - individual or group discussions on a range of issues, safely considering opinions and options
- guidance - person-centred interventions, usually facilitated by a specialist.

She believes in the need for impartial IAG, delivered with the highest of integrity. She ensures fair access by all providers to all students. This is done via websites (including the area-wide prospectus), IAG “events” such as the Careers Fair, visitors, year group meetings, published materials, talks and joint activities with, for example, the major colleges, Connexions PAs and events organised by the local university. There is a Connexions area in the school library/Learning Resource Centre with extended opening hours to 5.00 pm every evening. Two Connexions PAs work on the site and have their own offices, one specialising in careers and the other more generic support services.

Her responsibilities include the production of the annual Connexions Delivery Plan and its evaluation, a process completed in collaboration with the local Connexions Manager. She identifies potential NEETS, intervention strategies and follow-up at post 16 alongside the Connexions Service.

Coordinator of CEG and Enterprise is responsible for the operational planning and delivery of CEG and enterprise activities. She facilitates Connexions interviews and group work, year group presentations, PHSCE activities, mock interviews, vocational tasters and employer visits and talks. She organises the annual Careers Fair, apprenticeship presentations, Year 9 “Accessing a College Education” day and many other “events”. Her key partners are Connexions PAs and members of the EBP. Being line-managed by a member of the SLT is seen by her as vital. She values the significant training she has received, particularly from the EBP.

P4 Principle 4: Raises aspirations

Remind me of this Principle

Schools will meet this principle if young people:

- 4.1 have been positively challenged to consider opportunities they might not otherwise have considered (e.g. by experiential learning or “taster” sessions and through visits to employers, work based training providers, universities etc.)
- 4.2 set challenging but realistic learning and work goals
- 4.3 understand the benefits of economic independence
- 4.4 have positive expectations of work
- 4.5 understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 4.6 recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 feed back that they are excited by, and committed to, further learning.

Action on implementing this Principle will become increasingly important in response to raising the age of participation. Schools/PRUs will be challenged anew to motivate and encourage all students to formulate and work towards their goals and preferred progression pathway.

Research shows that introducing students to new or alternative choices and enabling them to experience a flavour of how these might work for them can stimulate interest and give confidence in aiming high. Achieving this Principle clearly links with Principle 5: challenging those students whose views of their capabilities, and therefore their options, are limited either by their view of themselves or by the assumptions of others.

Implications for a delivery model

Over the past few years many schools have introduced tutorial systems that incorporate individual target setting and review. Increasingly schools are experimenting with vertical systems that provide enhanced personalised support facilitated by fewer students per tutor in each year group. Other schools are using mentors, either targeted at students who are underachieving, or in some cases, for all students.

However at present, not all of these tutorial and mentoring strategies incorporate career-related information and advice. The case studies showed that most are directed solely towards raising academic achievement without making explicit links to prospective career routes.

Mentoring at School 10: an average sized 11-18 City Academy focusing on mathematics, science and technology

The students are encouraged to take ownership of their performance data at the start of the process and come to mentoring sessions informed and prepared to discuss their targets. The mentor draws on a range of assertive mentoring strategies which are used to describe the conversations with students. The learner outcomes and impact for the students are shared with subject staff through a virtual ‘individual learning plan’ to record aspirations, comments about progress, support and intervention strategies for the learner. This builds a good picture of the learner and enables support and guidance to be targeted and relevant.

Use of an external agency project at School 11: an 11-18 Technology College for girls serving a diverse community in a metropolitan borough

The project ‘Mosaic’ targets schools with a majority of Muslim students. It aims to raise aspirations by providing positive role models, especially to children living in deprived areas, and access to people who have achieved success in their professional field. Target groups are those who are needy and are borderline GCSE C/D grade students.

On average there are 25-30 students in a group. Areas covered are the provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

Features that a delivery model might incorporate to achieve this Principle are:

- a one-to-one staff/student process that deeply engages young people and that comprises open discussion of progress across the whole curriculum, ambitions and future direction, targets, shortfalls or barriers and plans; and then encourages students to be proactive in regularly reviewing their aspirations and actions;

- a system of recording based on ‘learning plans’ or similar where the outcomes of these conversations are logged and are used help shape next steps, including explorations through experiential learning;

Assessment of progress at School 4: an inner city 11-16 school and community college

Review and evaluation is a strong feature of the programme with review sessions built into all modules. Target setting is incorporated into the review processes with students encouraged to set their own targets. The Life Skills Faculty has developed “Target Banks” that provide examples and prompts to help those students who struggle to write targets. Students are also encouraged and supported to identify their progress within the context of Key Skills.

- a programme of enhancements, visits and tasters that use opportunities such as those offered by Aimhigher – including mentoring by Aimhigher Associates; education-business link agencies; companies and local community organisations and so on to expand the horizons of all students;

University ‘tasters’ at School 7: an 11-18 ‘High Performing Specialist School’ in a metropolitan borough

The school’s close working relationship with the Engineering Development Trust and their curriculum enrichment schemes offer opportunities for STEM students to experience Russell Group University summer schools via the Headstart programme. These 4/5 day summer schools allow students to sample higher education prior to the UCAS process whilst enhancing significantly their personal statement.

The Engineering Education Scheme also exposes the students to top universities through their 3-day residential workshop whilst allowing them to work with major multi-national companies on projects acknowledged to be of undergraduate standard.

The Year in Industry facilitates gap year placements for the most able students at major multi-national companies whilst maintaining their Mathematics via the Cambridge approved Best Maths Course and Management Training. A significant number of these students are sponsored through university by their placement company and offered employment.

Progression to Russell Group universities has increased over the last three years to exceed 50%.

- sessions for parents/carers to discuss their child’s ambitions and progress with them and her/his tutor, such as the Review Days that some schools are starting to offer instead of the traditional ‘Parents Evenings’.

Implications for staffing

The investment required from schools to supply a properly trained, personal tutor or mentor for each student is substantial. Staff who are not teachers may be keen to be involved. Some case study schools are in the process of remodelling their whole curriculum provision and therefore their staffing structures to facilitate a more personalised approach, and are starting to report a positive impact on raising aspirations and achievement. Whole school case study 1 illustrates this.

Implications for leadership and accountability

Some schools are establishing a senior leader to take responsibility for this area of work. Whole school case study 1 has used the ‘deep support’ model as one pillar of their senior leadership team.

Key areas are:

- leadership of the tutorial/mentoring structure and process to incorporate careers education and IAG;
- overseeing training and development for staff to enable them to constructively challenge and support students;
- monitoring quality of support for example through staff observation and checking samples of learning plans or other records;
- strategy to engage parents/carers in raising their children’s aspirations and implementation of this strategy;
- analysis of student data on aspirations and performance, either directly or through coordination with the appropriate senior leader, and action to further develop school provision and tutorial/support processes in line with those aspirations;

Developing curriculum routes at School 1: an 11-18 school in a shire town that is one of the DCSF's 100 most improved schools

The Deputy Head for Curriculum, Data and Student Progress and Development has within his role a number of elements of IAG.

“The design of the curriculum is informed and created by the data both past and present. This yearly curriculum review allow pathways to be created that support opportunities for all the groups of students within the school. It is critical that if you want to broaden aspiration then you must also broaden opportunity: this is the first step. You can then look to give high quality Information, Advice and Guidance to the students to support them in achieving their aspiration”.

- evaluation of the effectiveness of advice and support aimed at challenge and raising achievement, analysis of destination data and evaluation of action to address weaknesses.

Leadership at School 6: a very large 11-18 community school set in a market town and also serving a rural area

Coordinator of IAG/Enterprise is directly responsible for gathering the views of students and parents and facilitating evaluation of events. For example, she co-ordinates the bi-annual internal audit of WRL and Enterprise. She ensures the evaluation of Work Experience and Enterprise activities. There is an annual survey of students in Years 9 – 13, gaining their views about how they are being supported and challenged. These evaluations have led to the identification of some gaps in understanding and provision – for example, 78% of staff were not aware of LMI.

“We conclude that our established programme of impartial advice concerning CEIAG has a very positive effect on student behaviour, learning and career decisions and personal development. The students are now displaying the positive characteristics of confidence, motivation, self reliance, high self esteem and academic success which was not the case some years ago. These are not the expected characteristics of socially deprived overseas students with unstable families and home backgrounds.”

Assistant Head at School 3 that has a whole school approach to IAG coordinated through an ECM team

P5

Principle 5: Actively promotes equality of opportunity and challenges stereotypes

Remind me of this Principle

Schools will meet this principle if young people:

- 5.1 are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 understand that stereotypical decision-making can have financial implications
- 5.3 consider learning and work options that are not generally associated with their school
- 5.4 consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- 5.5 make successful transitions when they choose non-traditional opportunities
- 5.6 feed back that they recognise, and reject, learning and work stereotypes.

This Principle is integral to the implementation of a whole school policy on equality and diversity. It is grounded in a school's/PRU's hopes and expectations for all its students as transmitted through culture and its will and ability to counter potentially damaging assumptions and prejudices through appropriate action.

Research repeatedly shows that students' decisions are frequently limited by their social and economic milieu, the experiences and 'received wisdom' or preferences of their family and peers and their own views of their powers of agency. Some students have disabilities and may assume that these will adversely affect their opportunities. Principle 5 sets out the responsibilities of a school/PRU to challenge stereotyping like this. It is important that implementation strategies cover staff and parents/carers as well as the students themselves.

Action to support this Principle was rarely illustrated in the case studies apart from a small number of examples of strategies to combat gender stereotyping.

Implications for a delivery model

Effective implementation for students should include elements such as:

- a careers education programme that articulates these aims and their importance and explains how challenge will be translated into practice;
- a tutoring/mentoring process where tutors make and take the opportunity to surface any issues and sensitively challenge pre-conceptions;
- mentoring or additional support specifically targeted at those students who believe their prospects are limited in some way, through use of role models, for example;
- sessions within the curriculum that use external speakers and contributors who embody achievement that is different from the norm;
- challenge to stereotyping embedded in subject delivery;
- themed days linked to equality and diversity and offering examples of success;
- use of structured opportunities such as work experience to reinforce messages about equity and 'stretch' and address the more conventional beliefs of some students and parents/carers.

Challenging stereotypes through work experience at School 9: an 11-18 Science College in a shire county

Work experience offers an excellent opportunity to promote positive and challenging aspirations relating to work. However, it can be all too easy for a student to embark on a placement which reinforces narrow conceptions about what she/he is best suited for, through gender, ethnic background or other factors such as disability.

The work experience programmes ensure that:

- the issue of equality of opportunity is discussed in briefing students;
- students are aware of the procedure to follow if they see discrimination practised in the workplace;
- students are encouraged to widen their horizons and consider placements from non-traditional areas of work;
- employers who don't support equality of opportunity are not used in future.

Challenging gender stereotypes through work experience at School 2: a large 11-18 school with a specialist status in business and enterprise serving a town and surrounding area

For the past 2-3 years the school has been actively working to address gender stereotyping from year 9 onwards. Work experience is one element of the strategy and the school works with JIVE in Bradford to access placements related to science, engineering, construction and technology. The school also uses the software KUDOS to expand students' awareness of occupations; "There are so many jobs that they just do not know about."

The school makes it clear to students that they will be offered placements in non-traditional roles and a letter is sent out to parents to this effect. Parents are briefed at the Work Experience Parents' Evening; JIVE attends and can conduct interviews. Feedback has "been rewarding" and some parents have actively encouraged their children to pursue something more unconventional.

Several girls have taken up these offers and have found the experience useful and begun to develop work skills, for example in construction: "It was really good. It opened your eyes to opportunities for women in that situation."

Implications for staffing

It makes sense to link development and training for all staff related to principle 5 to that for implementing equality and diversity across a school or PRU. Careers education and IAG is one significant area where the school/PRU can demonstrate its commitment to sharpening its practice and changing attitudes. Every staff member has an important role to play.

Training for teachers at school 2

Some teachers have taken part in Let's TWIST (Train Women in Science, Engineering, Construction and Technology): a programme that develops awareness of and strategies for creating a learning environment that is conducive to girls and women. The school has then run its own sessions for teachers and administrators.

Implications for leadership and accountability

As with other Principles, this area of work should be made explicit within the remit of an appropriate member of the leadership team. Case studies showed the operational responsibility devolved to a coordinator.

Leadership at School 6: a very large 11-18 community school set in a market town and also serving a rural area

One of the key roles of the Coordinator of IAG/ Enterprise has been designated as challenging traditional stereotypes. Opportunities that can be drawn upon include:

- the Forces actively promote recruiting from minority groups
- the construction industry specifically promotes female workers
- the school's BTECs in Land Based Operations and Construction actively recruit girls from Year 9 – traditionally there has been only a very small take-up by females.

Key aspects of the leadership role must include:

- ensuring career-related dimensions are covered in the school equality and diversity policy;
- introducing this issue to students and parents/ carers and making the school's/PRU's strategy explicit to them;
- overseeing staff training and development to sharpen staff awareness and enable them to challenge and support students within the tutorial system and within subject delivery;
- monitoring of curriculum programmes to make sure that opportunities are taken to present and promote positive role models who exemplify non-traditional choices or demonstrate success beyond commonly-held expectations;
- provision of work experience, tasters and extra-curricular activities that enable young people to risk trying out something different that tests their capabilities and builds their confidence within new settings;
- gathering student views on the implementation of this principle as part of a careers education/IAG feedback process;

- monitoring of student choices, destinations and retention with stereotyping in mind in order to assess how well strategies are working.

Gathering evidence at School 2

In 2007, the Work-related Learning Coordinator was asked to collect together a portfolio of evidence on addressing gender stereotyping to submit for a local Award. She went to all subject departments and heads of year to find out what she might report: "I was staggered at the amount of information I received and what was happening in school, in class, in departments and in out-of-school activities."

Examples showed the school had

- developed CC4G, a computer club for girls
- ICT multimedia transition day with feeder primaries
- attended Salters Chemistry Camp/Festival
- visited local university Science and Engineering Departments
- included female role models in careers days for years 7 – 13
- taken part in Army and RAF Personal Development Days
- regular involvement in construction careers events for girls, including hands-on practical activity
- organised extra-curricular SET activities
- participated in competitions, such as Formula 1 cars, Land Rover 4x4, Aviation Studies
- provided resources that provide gender awareness advice, especially about BTEC qualifications

Benefits of action have been:

- greater awareness of gender stereotyping and, as a result, more challenge incorporated into IAG
- increased communication and cooperation between departments to combine resources and expertise
- more tracking, monitoring and auditing of activities and impact
- positive changes in communication with parents/carers about opportunities
- greater involvement of employers in classes
- work experience placements that are more personalised and diverse
- strong encouragement of and support for students throughout their school career related to this theme
- winning the 'Going for Gold' Award for good practice in secondary schools.

P6 Principle 6: Helps young people to progress

Remind me of this Principle

Schools will meet this principle if young people:

- 6.1 understand the relevance to their future lives of each part of the curriculum
- 6.2 understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 can follow applications procedures and prepare for interviews
- 6.5 understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer
- 6.6 understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 understand the Common Application Process and are able to use it as required when applying for post 16 provision
- 6.8 progress smoothly into employment, education or training after leaving school
- 6.9 feed back, after leaving school, that they are satisfied with the decisions that they have made.

This final Principle pulls together a young person's grasp of opportunities with the skills of managing transition: students must be properly prepared for progression on to their chosen learning or employment pathway. This requires them to develop an understanding of what is on offer and the implications of their choice; the skills and qualities they need to thrive going forward; to know how to complete applications and undertake interviews. In summary, students need to have a real sense of what it will be like on 'the other side' and know how to get there. Some case studies show how critical this can be, particularly for students who lack confidence and are vulnerable. Indicators of success will be retention and achievement and feedback on satisfaction.

Principle 6 foregrounds the role of the subject curriculum in showing where study can lead. Through these contributions, the various subjects support and enhance the discrete provision of careers education in the curriculum.

The case studies show that this Principle is currently under-developed.

Implications for a delivery model

An effective careers education programme will include:

- imaginative opportunities that engage students with 'the other side'. This will probably include activities such as tasters of learning related to new qualifications or subjects and of FE and HE; work experience/ placements and/or work shadowing plus sharing perceptions and impact with peers; inviting former, recent students to talk about their learning and work paths and so on;
- sessions - or a tutorial programme - that enable students to surface any anxieties about transition, for example about finance, living independently, and being able to access support or advice;
- learning-to-learn type provision that enables students to understand their own learning preferences, how to study independently and stay on target;
- events and opportunities to learn about and develop employment-related skills. This might be through suspended timetable days that include real world problem-solving activities facilitated by employers and through qualities and skills being highlighted within the curriculum.

Understanding Enterprise Skills at School 13: an average sized 11-18 school with specialist status for science and the performing arts in a town in a shire county

In November 2008 the school held an Enterprise Week in which students were required to assess themselves against skills needed for the workplace: being creative; taking risks; using initiative; being positive; working with others; and being interested and enthusiastic. Lessons during the week included aspects of work-related learning and students reassessed themselves at the end of the week. The week raised student awareness of the skill sets they will need in their working life.

The importance of linking IAG with Enterprise is expressed in the headteacher's vision: "Every child will run a business and all children will experience that they have marketable skills."

Schemes of work at School 9: an 11-18 Science College in a shire county

Extracts from Schemes of Work

Aim 1 for Year 7 (6 x one-hour lessons)

- To help students to understand that the ability to adjust to new situations like their transition from primary to secondary school is a career management skill. The programme will develop the skills and confidence to cope with future transitions in their lives and careers.

Aims 1 and 4 for Year 11 (5 x one-hour lessons)

- To help young people make and adjust plans to manage change and transition.
- To understand the purpose of interviews and select and present personal information to make targeted applications.
- structure opportunities to work on CVs, complete applications, for example for work experience, to use the 14-19 area-wide prospectus and CAP (common application process) and to practise for interviews.

Preparing for transition at School 6: a very large 11-18 community school set in a market town and also serving a rural area

A coordinated approach to supporting young people writing letters of application, application forms and CVs is seen as important and is facilitated by the English Department for all students as part of the GCSE "reflective" coursework requirements (alongside the Work Experience Personal Review).

Ofsted comment on School 4: an inner city 11-16 school and community college

"The life skills programme is wide ranging and makes a significant contribution to the personal development of students and preparation for life after college. Students in Year 11, for example, are given practical exercises on how to complete application forms and draft personal statements for colleges of further education. Year 8 students discuss the effect of the Human Rights Act on the population of war-torn countries. All students in Year 10 attend a college of further education one afternoon a week to follow a course related to a career of their choice."

- all schemes of work show where transferable skills will be made explicit and links are made to progression opportunities related to each subject area.

Careers education within the curriculum at School 16: a 13-18 community college in a rural town

"We work closely with our local community and business partners to provide a relevant and modern curriculum. Students have the opportunity to visit our business partners and work on real-life projects.

Business partners regularly come to the College to advise on modern practice and give talks on initiatives and modern day business. This allows us to prepare our students to become members of a modern workforce.

As part of this, we have regular Science, Technology, Engineering and Mathematic (STEM) days where students experience the world of Engineering and associated activities."

Work-related learning at School 9: an 11-18 Science College in a shire county

Work-related learning is a cross curricular theme and is brought into all subjects in every faculty at different times and in some way. This usually occurs as subject teachers deliver their syllabus, but on occasions, it will take place as a direct result of a WRL activity taking place elsewhere, such as in careers education lessons within the PSHE education programme.

Implications for staffing

Action to implement Principle 6 involves all staff who teach and support subject learning. Faculties may be able to tap into any unused expertise and experience of some members of their workforce, for example, technicians who have had jobs in industry. Where this does not exist, colleagues from business may be able to suggest or offer help to enhance staff and student understanding of business and community contexts and future opportunities. In addition, staff members who are teaching Diplomas or other vocational courses will be building their own awareness of work environments, occupation-related qualifications and destinations and should be able to act as a resource for information connected to their Diploma line of learning.

Departmental support for transition to post-16 study at case study 8: a 6th form centre in a metropolitan borough

Considerable emphasis is placed on good liaison between the 6th form centre and schools at departmental level. This is seen as important in developing relationships at a staff and student level. For example, 6FC staff from Art and Foreign Languages work with departments in the four main feeder schools: getting to know colleagues, meeting students, sharing ideas and information, establishing pathways for good continuity. The Hospitality and Catering staff run Saturday programmes for pre-16 students with excellent progression on to courses at the 6FC and, thereafter, into related careers.

Some case study schools used Connexions advisers and/or employers to enhance the professional dimension of 'mock' applications and interviews, in addition to employers' offers of placements.

Employability Adviser at case study case study 14: one of the largest further education colleges in a metropolitan area

The College offers an in-house recruitment service to students. This is in the form of a Jobs Board which enables students to view and apply for a range of jobs advertised on here. These jobs are sourced from Brent in2Work, JobCentre Plus, Connexions and many local employers.

Students are able to make appointment with an Employability Adviser to improve their CV, receive assistance when searching and applying for jobs and participate in mock interviews. No student is able to apply for a job on the jobs board without going through this process.

Advisers also help and support the 16-18 age groups with applications for Educational Maintenance Allowances (EMA) and to the Hardship Fund which provides financial assistance for essential equipment costs and trips associated with their college courses.

All staff will need to understand and be able to explain the Pupil Guarantee

Implications for leadership and accountability

Achievement of Principle outcomes 6.1 and 6.2 cannot be comprehensively illustrated through these case studies. Past approaches to curriculum delivery that sought to develop careers education as a cross-curricular theme were not generally successful. This Principle is one that will require substantial and thorough development. The TDA is working with subject associations to explore how this principle might be better developed².

Progress on this Principle will demand:

- direction from senior leadership. Many staff, left to themselves, may deem work on this as unnecessary and an intrusion into valuable teaching time;
- senior leaders working with heads of faculty to review and rewrite programmes of work to incorporate insight into progression opportunities in to the curriculum;
- resources to prompt student interest;
- time to develop exemplar sessions. Some teachers may be interested in piloting approaches and sharing them with colleagues;
- more thorough sharing of students' work experience and work-based learning with their peers to illuminate skills and career options;
- a system of monitoring lesson plans and use of 'real world' resources (artifacts and people).

In addition to the responsibilities to develop and monitor policy, a relevant curriculum programme and related staff development and training, this Principle requires the tracking of student first destinations, retention and achievement.

Data should cover:

- the choices that students make in year 11 at school/PRU and the offer each one takes up. This information can be cross referenced with the data that Connexions collect on destinations for the two years following student departure at 16;
- the choices that students make in years 12 and 13 prior to departure. All case study institutions appeared to collect these statistics;
- tracking at post-17 or post-18. School and colleges have to develop their own mechanism for conducting a survey like this. There were no illustrations in the case studies.
- survey at post-16 and if possible at post-18, where there have been changes in subject courses in FE or HE, or drop-out from learning, apprenticeships, or employment with training. It would be useful to follow up at least a sample of individuals to discover causes.

The statutory guidance recommends the involvement of the Governing Body at least once a year in the review of these statistics.

Many schools report destination statistics to governors, parents/carers and students. However, there was less evidence in the case studies of the data being used to formulate strategy or influencing changes in provision. The 'outcomes and accountability' section in whole school case study 2 provides the only illustration.

²See Statutory Guidance, Annex C, Headteacher Checklist, Point 7 (DCSF, October 2009)

Illustrating two whole school approaches

This final section presents case studies from two different schools. The intention is to show how leadership and impartial careers education and information, advice and guidance systems and practice have been developed in a holistic way to address the aspirations of these specific schools for their students. Their approaches are not presented here as models to be universally adopted, but as examples that demonstrate how issues can be tackled coherently within a particular school context as part of evolving 'whole school' practice. Both these case studies illustrate 'work-in-progress'. Indicative links to Principles are indicated by - P1 P2 P3 P4 P5 P6

School 18: Making careers education and IAG core to a personalised curriculum

This case study describes how a new approach to careers education and personalised information, advice and guidance has become **a key engine of transformation for the school to address under-achievement.**

Context of the school

School 18 is a large 11-18 community school serving an area which has on its borders a large industrial conurbation as well as extensive farm and moorland. Low skills jobs – formerly available to young people – are diminishing rapidly.

Many years of recognition as high attaining have masked the fact that the school has coasted in the past, leading to students making only satisfactory progress in 'value-added' terms. This was reflected in the Ofsted report of March 2007.

Following the appointment of a new headteacher in September 2007, major organisational changes were implemented to address the issue of under-achievement. One significant area which needed to be reviewed was provision for careers education and information, advice and guidance (IAG), PSHE education, citizenship and developing students' well-being. Committed and hard-working staff were responsible for different aspects of this but some aspects of practice were clearly out-dated; there was no quality assurance process in place; and it was soon evident that provision was not valued by a significant percentage of students.

Refocusing school aims

Raising aspiration emerged as a core priority. Two of the school aims now better reflect this intention:

1. To ensure that student achievement is maximised by creating a culture of high expectation and success.

P4

2. To develop personalised learning so that young people are engaged as autonomous and collaborative learners, responsible citizens and make a positive contribution to their school and communities.

P2

These aims run in parallel with, and are complementary to, the responsibility to meet the Every Child Matters aspiration for students to achieve economic wellbeing.

A new, flexible, responsive and up-to-date careers education and IAG programme was to play a key role in implementation. Student interviews indicated that there was little knowledge or understanding of the full range of training and learning opportunities post 16, clearly necessary if the aspiration for personalised learning were to be achieved.

A personalised and integrated curriculum with Personal, Learning and Thinking Skills (PLTS) as the main focus has been introduced from Year 7; greater challenge introduced, not only for the students but for teachers so that cycles of determinism, clearly evident in postcode analysis of students' relative success, are overcome. Focused mentoring for underachievers is now in place.

Refocusing leadership

To achieve these aims, the traditional separation of responsibilities for careers education and IAG, progress management, curriculum offer and personal development no longer made sense. **Coordinated leadership** of these areas of responsibility was therefore made a priority.

As part of restructuring the leadership team of the school in 2007-8, three assistant headteachers were each allocated responsibility for an area of Personalising Learning: 'Deep Support', 'Deep Experience' and 'Deep Learning'. The **Deep Support** strand was one which required a considerable degree of strategic re-thinking. The role demands real understanding of the crucial importance of careers education and personalised IAG as a factor in steering young people towards success. This role change provided the opportunity to translate vision into reality.

Structures and systems to support personalisation

The introduction of a House System with six Heads of House, each responsible for approximately 150 11-16 year old students, was to ensure that careers education is in place and IAG personalised. The **vertical tutoring system** is an effective vehicle as each tutor has only three or four students from each year group. The integration of those elements of careers education, information and advice which form part of the tutorial programme are predicated on the really close understanding of a student's individual needs and aspirations by his/her tutor. When students need more specialist careers guidance, they are signposted to experts. Internal communication between staff also needs to be excellent.

P1 P2 P3 P4 P5 P6

The approach the school has taken to **staff training** is to use the tutors for the elements of IAG where training needs are minimal, such as progress management, use of a progress file, raising aspirations and challenging stereotyping. Training needs for tutors can largely be met from within school, in incremental steps at the point of need as the programme develops.

"The idea of a specialist faculty would be our ideal."

The main responsibility of the tutor is progress management and clearly this has to be closely aligned with guidance relating to present and future choices. **Tutorial time** is structured and planned very carefully:

- Assistant Head provides **resources in order to ensure an entitlement careers education and IAG curriculum**. This has the additional benefit of developing all teachers' awareness of the much wider range of training and career pathways open to young people now. A failing of previous provision was the lack of specialist knowledge on the part of teachers, notwithstanding the fact that it was to them that many students turned for advice and guidance.

P3

- **Sixth form students acting as co-tutors** within careers education and IAG sessions are an extremely effective resource from whose experience younger students learn, in many instances far more effectively than from the professional input. They support younger students in reviewing their progress and using their own experience to raise aspiration.

P1 P4

- There is structured opportunity for **wider contributions** through development with and direct involvement of local employers, external providers and agencies and higher education links, as well as parental participation. Local employers are involved in curriculum planning and delivery, as early as Year 7, when as part of the 'Mid Week Challenge', students meet and interview a very wide range of adults from diverse working backgrounds. Success of the strategy depends on these inputs, not least in the context of local work patterns and employment trends, particularly with a focus on raising the aspiration of cohorts of students who have not previously viewed education and training as important.

P3 P4 P5 P6

- With the recent development of a VLE, there is a major opportunity to create a first class, responsive **on-line IAG resource** for students, parents and carers to access 24/7. Already, all the tutorial resources are available on line and all tutorial bases are equipped with the necessary hardware to use this as a principal means of delivery. There are clear links here to external sources of information and guidance.

P3

The career education and IAG programme

The vision for effective careers education and IAG is predicated on several core beliefs:

- The “mass customisation” of previous provision fails students.
- No teacher or school working alone can offer deep support for all students.
- The traditional idea of “pastoral” roles, with their focus on traditional notions of well-being of students, is outdated: effective careers education and IAG must be integrated into students’ broad experience of learning to effect deep learning, self-belief and sustained well-being. So, all teachers are tutors and responsible for supporting students in this way, as well as being the teachers of subjects.

Within the tutorial system

Tutorial periods have been remodelled and registration and administration removed. Instead as period 2, there is a 25 minute, structured and directed lesson daily. This constitutes more than two hours of quality contact time per week:

- A range of teaching methods are used according to their fitness for purpose
- There are clearly defined learning outcomes, including the development of PLTS, so that students take responsibility for managing their own careers and broaden their understanding of the critical importance of learning progression.

P1 P6

- Resources have been produced to support IAG. Considerable work went into mapping the full range of learning opportunities and provision, not only within this area but in the urban conurbations close by. This has included developing strong links with a local university, for example, as well as the local colleges

P3

- Links are explicitly made with related curriculum areas. As all teachers are tutors and are involved in the careers education programme, they highlight the relevance of the relevance of subject skills and knowledge at opportune times.

P6

- Challenge to stereotyping is built into the programme, for example, the school community includes a large number of Traveller and Traveller Heritage children. Programme aspects challenge preconceived ideas about Traveller culture and life style, actively seeking to engage Traveller children and their families in valuing education as well as pursuing learning and/or training beyond age 16.

P5

- Personalisation, in response to individual students’ needs, especially at transition points, is facilitated by the very small number of students of one year in each tutor group. This is vital especially for the most vulnerable students and those who might otherwise become NEETs, who are identified early and whose Head of House ensures information is provided in a more accessible way.

P2

‘Stop the clock’ days, some year group specific

In addition to tutorial careers education and IAG time, there are:

- events providing challenge, specialist information and bringing in experts, employers, people with diverse business and work contexts. Opportunities to work with and talk to employers and employees about the reality of their work are highly valued by students

P3

- Pathways Game. Half-day interactive event at end of Year 8 explores progression through the 11-19 pathways. These are devised in consultation with the Connexions Careers Adviser and fully supported by their presence throughout the event

P3 P6

- enterprise education events, making use of business links and specialist teaching. The experience of demonstrating and developing skills for work are central to these events

P3 P6

- personal finance education

P3

- specialist input to support the teaching of democracy and justice, legal rights and responsibilities and the global dimension e.g. human rights, cultural diversity.

P1 P5

"We firmly believe that the broader responsibility to understand these issues, not only in the context of work but as a part of adult life should be central to guidance programmes."

Individual IAG

P2 P3

- Careers interviews
- Work-related learning and placements, External mentoring
- Drop in advice, including use of the VLE
- Careers information within a resource centre.

Recent development in the IAG programme

- Much richer transition planning KS2-3 and links with primary schools

P6

- Year 7 curriculum project as a 'Mid-Week Challenge' exploring the world of work, giving students an early taste of occupations and enabling them to question preconceived ideas about areas of work.

P3 P4 P5 P6

- Year 8 Enterprise Day led by local employers, business representatives. Working directly with industry or business representatives enables students to encounter the realities of business

P3 P6

- Revision of year 9 Options process, giving higher profile to Student Voice, embracing more meaningfully the principles of impartial IAG and ensuring parents are fully informed of the diversity of routes (Links to P2 and P3)

P2 P3

- Year 11 pathways / enterprise event
- Years 10, 11, 12 and 13 professional routes evenings. Feedback indicates very positive views of the IAG received at these large scale events both from both students and the adult representatives in attendance.

P2 P6

- A more structured programme and links with neighbouring universities particularly to raise awareness of those without family experience of HE. The school is particularly focusing on developing awareness of the less traditional HE routes, for example most recently taking a group of Year 9 students to one university so that they meet and work with university staff and really see that this is an option open to them too.

P3 P4

"It is very early to evaluate in any meaningful way the impact that this more holistic approach is likely to have. However, Student Voice feedback and evaluations of the specific events which have taken place are extremely positive. Longer term, progression routes will give us the hard data to validate the positive impact of the strategy. There is already a clear indication from students and parents that they recognise they are being offered a more meaningful, flexible and responsive programme."

School 2: Effective careers education and IAG for vulnerable and disaffected students

This case study focuses on the **personalisation and integration of careers education and IAG** for one particular group of young people, those who are vulnerable and at risk of failing, as one element of the school's comprehensive careers education and IAG provision. Of particular note is the **attention paid to Principles 4 and 6**: helping these young people to progress through enabling them to taste, experience and be successful in their prospective next stage prior to actually making the transition.

Context of the school

School 2 is a large school with specialist status in business and enterprise serving a town and surrounding area. The school has a good track record of providing careers education and information, advice and guidance (IAG) for all pupils and was identified as outstanding in 2007 by Ofsted. It achieved the quality mark for Careers in 2008.

Despite this outstanding practice there was, until relatively recently, a group of pupils who did not access the necessary systems: the **most disaffected 5-10% of pupils in any year group**. The school recognised that its careers education and IAG did not meet the needs of these challenging groups of youngsters. Their research indicated that the 'usual' mechanisms of advice and information did not go far enough. These groups too often missed key career-related lessons, were absent or late for careers appointments and did not have the parental support from which many other pupils benefit. Typically, these groups can lack the confidence to move beyond 'what they know' and so are reluctant to attend options evenings, open evenings or job fairs. In addition the pupils in these groups are likely to be the ones in danger of seriously underachieving and adding to the NEET population at the end of Year 11.

Refocusing leadership and staffing

The case study research showed how essential it is that the senior leadership recognises importance of providing careers education and IAG, in particular to this group of pupils. Mechanisms need to be responsive to individual needs, require difficult decisions to be made, have significant

funding and resource deployment implications and need the 'thinking outside the box' that the senior leadership team is confident to do. 'Core systems' of careers and guidance and middle leaders for these areas find these pupils hard to reach and do not always have the capacity required to respond to their specific and individual needs.

At school 2, senior leaders **made careers education and IAG a priority**. In creating the workforce and systems, senior leaders took time to appoint the right people with the right job descriptions and adequate resources, including flexibility in the deployment of time.

Structures and systems to support personalisation

Five years ago the school introduced a **personalised learning programme at Key Stage 4**. Since then, the 'Guided Choices' plan has seen improvement from 60% of pupils achieving benchmark 5 A*-Cs to 82% achieving this figure. Attainment has risen across the board, for instance, mathematics standards have changed from 42% A-C passes to 69%. What happened inadvertently as the personalised programme came into play is that the leadership team of the school recognised that it was not just the curriculum and routes or pathways that needed to be personalised but also the **careers education, information, advice, and support that all pupils receive**.

P2

The nature of the learning programme and timetable followed by the group of disaffected pupils meant that the school had to consider how the workforce could reflect personalisation in order to meet their needs. Five years ago an **Inclusion Support Worker** (Mrs M) was appointed to work specifically with this group. Her brief initially was to provide a largely pastoral role and to liaise between different personnel involved in the delivery of their curriculum. Her role has developed significantly and, working closely with the deputy head line manager, she has emerged as a **hub of the careers education and IAG mechanisms** for these young people.

The Inclusion Support Worker (ISW) reports directly to a senior leader in the school. Although, technically a support worker, the decisions she is required to make, the situations she deals with and the resources that are required to enable

her to deliver mean that uniquely this role sits outside the line management structure. She works with middle leaders in school such as Heads of Year, Work Related Learning Coordinator, SENCO and Behaviour Support Manager but does not report directly to any one of them.

Innovation in careers education and IAG for this cohort of the most vulnerable students

Each year, a small cohort of students is identified in year 9 as requiring a **modified, personalised curriculum** often involving time out of school, exposure to college courses and non-traditional classroom settings (called Route 5). The group typically consists of 10 – 20 pupils each with individual needs but all in danger of being failed by conventional educational approaches.

Few of these students come from households where an adult is in full-time employment. In the past, most appeared to have little interest or motivation to engage with work-related learning advice offered through the traditional school-based systems. This type of pupil must have specialist help which outlines clear pathways and options but, as well as IAG, they require **support to gain the benefits** of any information, advice and guidance offered.

The ISW works with the pupils from the time of making option choices. She establishes a relationship with families (which always involve obtaining vital mobile phone numbers for contact). She reassures pupils and their parents, takes time to talk and listen to concerns, arranges for parents from one cohort to talk to parents of the next to help answer questions and relieve any anxieties. The ISW takes pupils on visits, allowing them to taste the experiences they are about to undertake. She accompanies pupils to college interviews and coaches them for the interview itself.

P2 P3 P4 P6

“Some may say this is ‘spoon feeding’ and counterproductive, but here we consider that this is the best way to be responsive to individual needs. Plenty of time to wean pupils off this support when they have gained the confidence to do things more independently”.

Exposure to careers education and IAG and follow-up work with the support worker ensure that young people are empowered to act. Support, for example, with completion of EMA paperwork and individual explanations of the implications of IAG have had a significant impact on decisions of several young people from this cohort to stay in full-time education.

P1

Feedback from the students

All the young people in this group said that **Mrs M had been the key provider of careers education and IAG during their key stage 4 years**. They were aware of where to access careers information. They knew of a range of sources including leaflets, websites, open evenings and careers interviews. They all stated, however that they expect/need or would like to be taken to an interview, given information, accompanied to open days. They recognised that the Connexions careers adviser had provided them with information and advice but that they had all needed support to get there. Interestingly when asked about who helped them outside of the school setting most of the sample students said their mum or dad, but also Mrs M; they see the ISW role extending beyond the school situation.

When asked what was the most useful way of getting information and advice about careers and courses the students cited work experience, open nights, and talking to people. But the responses of some are telling and have significant implications for the way in which IAG is *personalised in school*. *“The best way I got information was when Mrs M took me to an open night at college,”* and, *“Mrs M arranged for me to try different things out”*. The calendaring of an Open event or the initiation of a work experience programme in itself is not sufficient. These pupils need to be **taken and supported** through the event; parents are unlikely to do this so school must. Pupils on the Diploma programme have benefited from exposure to the workplace through specialised learning visits to local hospitals and schools, but again this has been supported exposure, with the pupils being accompanied on the visits by a teacher or support worker or the ISW herself.

P2 P3 P4 P6

Two individual student case studies

The extent to which this support is required can be demonstrated through the case study of a **Year 11 pupil who has recently undertaken a period of extended work experience**. The pupil and his parents met with the Headteacher to agree an alternative programme and establish a method of delivering core lessons. His work experience at a local golf club was fixed up by Mrs M. The consensus was that it was destined to fail. The pupil had a history of non attendance, aggressive behaviour, lack of cooperation; hardly the material a prospective employer or placement provider would seek out.

However, the factors which did enable it to work were:

1. the planning of the placement where the headteacher and ISW worked closely to identify a suitable tried and tested place;
2. the direct input at SMT level to make decisions about modified timetables, approve resource provision and staff deployment for it to take shape;
3. the flexibility of the ISW job role which allowed Mrs M to visit the placement and enlist the cooperation of the manager, time to text the pupil to remind him of the meeting time and to meet him at the golf club for his first day.

His first day was successful because he had been introduced and supported by Mrs M. He did not however turn up on the second day. He was phoned to find out the reason why and blamed school for not providing him with work boots for the job; in reality he was apprehensive about going to work on his own. Mrs M went to a local supplier, bought boots and delivered them to the boy's house. She said "I took them (the boots) into the house and put them half way up the stairs. I told him to get ready quickly; then escorted him to the golf club to oversee his apology for being late. By mid morning he was happily at work and received a positive report at the end of the day."

A second example is a student who is now 19 years old. This illustrates **how carefully placements have to be chosen**.

"The key to responding to the individual needs is to have lots of contacts in the local area, to know the pupils well and to be able to match them to the right employer/provider."

When J was at school he was constantly angry, involved in violence and unable to cope in a traditional classroom. He had 139 referrals for behaviour during Year 9 (there are 190 days in the school year). He had several failed attempts at work experience, but a successful time on a flexible learning programme taking a hairdressing course. The ISW scoured the area to find a suitable placement and ultimately found a hairdresser whose own experience mirrored that of the pupil. He too had been disaffected at school but he had subsequently built up a successful business. J went on to do an extended placement, was supported in filling in college forms, attending interviews and eventually buying equipment for college and being escorted on the first day. He completed a two- year course and now has a successful job as a hairdresser. He still keeps in touch with Mrs M and phoned her last week to say that he is about to buy his own home.

Outcomes and accountability

Programmes of careers education and IAG are evaluated annually and their impact on young people measured. Hard or quantitative measures are essential in this process.

Achievement of careers education and IAG outcomes at the school has steadily improved for all groups. Students are better able to see the relevance of their studies, they are more focused on longer-term goals and attainment levels have risen. There have been no Key Stage 4 permanent exclusions in the last 6 years and only two PEs in total. The number of NEETs has been dramatically reduced and interestingly most no longer come from the Route 5 cohort.

Softer outcomes are more difficult to evaluate but nevertheless are taken into account when reviewing provision. Indicators that pupils do have raised aspirations and are making progress can be gathered from formal and informal student voice but also from levels of engagement, for instance with Connexions and other external agencies. If pupils do not make the expected progress and do not engage with the provision the school asks the question why and does something about it.

P1 P2 P3 P4 P6

Clearly, with the increased level of resource deployed for careers education and IAG for this specific cohort of vulnerable students, monitoring and evaluation of processes and outcomes is essential in order to ensure that the provision provides value for money. The school typically monitors the number of pupils in this groups that leave with the benchmark 5 qualifications and the number that achieve a maths and English qualification. All pupils in the Route 5 cohort achieved 5 A-Gs including English and Maths at GCSE level last year, for instance.

Progression is monitored closely and on occasions the support does not end when the young person leaves school. The school expects the pupils on Route 5 to have aspirations and progress to employment or training; some also go on to further education. Fewer students drop out of learning and most complete some kind of college course enabling the next step of Entry to employment courses or vocational courses at college to be taken with more confidence in more familiar surroundings.

P6

“When Ofsted made their last visit to the school in November 2007 they judged the school as outstanding and stated that pupils make very good academic progress and that in terms of their personal development progress is ‘exceptional’. This is not insignificantly down to the role of IAG with cohorts such as the one described. The outcomes achieved are much greater than the sum of the contributory parts.”

This research was undertaken in 16 schools and two post-16 colleges by National College IAG Advocates between December 2008 and March 2009.

IAG Advocate Schools

1. Birchwood High School, Bishop's Stortford
2. Brighouse High School, Brighouse
3. Cardinal Hinsley Mathematics and Computing College, London
4. Crown Hills Community College, Leicester
5. Dowdales School, Cumbria
6. Driffield School, Yorkshire
7. Fortismere School, London
8. Haringey sixth Form Centre, London
9. Heanor Gate Science College, Derbyshire
10. John Cabot Academy, Bristol
11. John Kelly Girls' Technology College, London
12. Kingswood Partnership, South Gloucestershire
13. The Nobel School, Hertfordshire
14. College of North West London - London
15. Queen Elizabeth School, Cumbria
16. Samuel Whitbread Community College, Bedfordshire
17. St Anthony's Catholic Girls School, Tyne and Wear
18. Stokesley School, Yorkshire

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