

North Yorkshire County Council**Young People Overview and Scrutiny Committee****30 September 2016****Careers Education, Information Advice & Guidance****1.0 Purpose of Report**

- 1.1 This report introduces the Committee's consideration regarding the provision of Careers Information and Advice.

2.0 Work on Careers

- 2.1 Careers education is a topic that attracts considerable policy interest. The issue of what, how, how much, when and by whom careers-related education should be provided to young people remains a focus of much debate.
- 2.2 The Committee wanted to learn more about the stability of school careers programmes, access to career and labour market information, and exposure to employers, workplaces and further education. Essentially, are schools able to put in place a career guidance system that measures up to best practice, helping to set up their pupils not only for the rest of their education but for the rest of their lives.
- 2.3 The motivation for this work partly stemmed from a desire to review how schools were responding to the responsibility under the Education Act 2011 transferred to them from local authorities to secure independent and impartial careers guidance for all year 8-13 pupils.
- 2.4 It is fortunate, therefore, that the opportunity arose to review the initial, interim findings from a baseline assessment of careers education and guidance in 17 schools in North Yorkshire and 3 schools in the City of York. The schools have been selected to participate in the North Yorkshire County Council (NYCC) and the York, North Yorkshire, and East Riding Local Enterprise Partnership (YNYER LEP) funded project 'Putting the Learner First - Progression for Success'. The project has been conceived as a way to improve the outcomes for young people in North Yorkshire through the development of the career and enterprise provision.

3.0 Provisional Line of Enquiry

- 3.1 At your June meeting, you agreed that the purpose behind the project and its initial findings could be the basis of your discussions, broadened out to include a wide ranging conversation with representatives of contributors and partners participating in the project.
- 3.2 The initial line of inquiry you agreed was:
- The extent to which schools are committed to providing the best career guidance they can in order to give their learners the best chance in life.
 - Are they working to develop the necessary strategic and operational infrastructure to do this in a meaningful but cost effective way?
 - The extent to which careers education focusses on participation, not just provision, to ensure that it reaches 'underserved' communities/students.

- What action is being taken to address, inequalities in terms of which students are participating in (accessing and making use of) careers education and work experience provision and opportunities.
- Are new sources and ways of using career and labour market information being identified?
- Are schools differentiating the support they provide to meet individual career development needs, especially or young people with special educational needs and disabilities where the planning processes are often not connected to other career guidance activities?
- How do schools work hard to engage with parents, community stakeholders and employers to bolster their resources?
- Are employers being used as valued resource and provide support to the curriculum and to the school as strategic partners through roles such as governor.
- What is being provided for young people by way of experience of the workplace and of work-related learning providers? What is the pattern of delivery?
- What are the opportunities for young people to have experiences of colleges and universities in a rural county – what are the challenges and how might they be overcome.

4.0 Approach at the meeting

- 4.1 The programme for the meeting agreed with your Chairman and group spokespersons, is item 5 on your agenda. A list of attendees is attached as an appendix to this report.
- 4.2 Members will hear about the quality and scope of career guidance in the project and the expected demonstrable improvement in the provision of career guidance in schools. At this stage, it is too early to definitively assess the further measure of success: the improvement in outcomes for young people.
- 4.3 The presentations will help the committee better understand:
- the “Gatsby” benchmarks (backed by the Government). In order to do things consistently and well, the ten recommendations call upon schools, employers, the government and other bodies to collaborate so that pupils are provided with career guidance to the level of the benchmarks.
 - The importance of the Quality Standard and how the researchers will use the range of indicators of performance such as data on attendance, attainment and progression.
 - How best practice can be progressed, what the Next Steps of the project might be.
 - What obstacles have had to overcome, what represents best practice, what do people see as future challenges to achieving the Gatsby benchmarks.

DANIEL HARRY
 SCRUTINY TEAM LEADER
 County Hall,
 Northallerton

Author and Presenter of Report: Ray Busby
 Contact Details: Tel: 01609 532655
 E-mail: ray.busby@northyorks.gov.uk

21 September 2016 Background Documents Nil

APPENDIX

YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

30 SEPTEMBER 2016

LIST OF INVITED ATTENDEES/CONTRIBUTORS

Katharine Bruce	NYCC Children and Young Peoples Services	Lead Adviser Vulnerable Learners Education and Skills
Rebecca Fullam	Nestlé Academy	Talent Acquisition Partner
Sue Gradwell	NYBEP	Chief Executive
Stephen Harrison	Children and Young Peoples Services	Lead Officer SEND
Annabel Jelley	York, North Yorkshire and East Riding Enterprise Partnership	Head of Skills
Angela Kavannagh	Aspire	Partnership Coordinator
Marc Mason	NYCC Children and Young Peoples Services	Commissioning and Developments Manager
Nicki Moore	International Centre for Guidance Studies	N Yorks Careers Guidance Project Manager, Senior Lecturer in Career Development
George Tyson	NYCC Education and Skills	Adviser Vulnerable Learners
Amanda Lumb	Selby High School	Senior Leader Careers Guidance
Helen Handley	King James School	Senior Leader Careers Guidance