

Lewisham Careers Guidance

Peer Review 2015-16



Purpose

To support senior leaders, managers and governors in schools and colleges to meet their statutory duty to secure independent careers guidance for all year 8-13 learners. The guidance is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every learner develop high aspirations and consider a broad and ambitious range of careers. Inspiring every learner through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for learners. This should reflect the school's ethos and meet the needs of all learners. Schools should consider the following principles for good practice when developing their strategy:

In Lewisham, the Local Authority will continue to support and monitor schools and colleges to deliver this duty and still retains the duty to support vulnerable young people which includes Looked after Children, Care Leavers, Teenage Pregnant, Teenage Parent, Refugee / Asylum seekers, Youth Offenders, LLDD, Substance Misuse and Young Carers.

This role will become increasingly important in relation to the duties of the Raising the Participation Age. Ofsted has been giving careers guidance a higher priority in school inspections since September 2013, taking into account how well the school delivers advice and guidance to all learners in judging its leadership and management.

Context

The Education Act 2011 requires schools to secure **access to independent careers guidance** for learners in **years 8-13**.

Careers guidance must be presented in an **impartial manner** and promote the best interests of the learners to whom it is given.

Post-14: GCSEs; options offered by local university technical colleges and studio schools, opportunities for 14 year old enrolment at local colleges.

Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

Post-18: further education courses, higher apprenticeships, undergraduate degrees.

Schools will be held to account for the **destinations of their leavers** through the annual publication of **Destination Measures**. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

Sources:

1. **Statutory guidance**, Careers guidance provision for young people in schools, Department for Education, 25th March 2015
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
2. **London Ambitions: Shaping a successful careers offer for all young Londoners**
http://www.londoncouncils.gov.uk/sites/default/files/Policy%20themes/Children%20and%20young%20people/Shaping_Report_Interim_19_June_SP.pdf

Also the **London Ambitions Portal** should enable more schools and colleges to easily find high-quality careers provision designed to support the career development of all young Londoners.

Statutory Guidance Checklist	✓	Notes
Independent Careers Guidance		
External links with: <ul style="list-style-type: none"> ▪ Careers providers ▪ Local employers ▪ Website and telephone helpline access ▪ FE and HE providers ▪ National Careers Service ▪ National Apprenticeship Service ▪ Apprenticeship Ambassadors (WBLA) ▪ Other voluntary and community activities. 		
Links with employers: <ul style="list-style-type: none"> ▪ Mentoring and coaching ▪ Speakers from the world of work ▪ An insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers ▪ Workplace visits and work experience placements ▪ Work ‘taster’ events such as games and competitions ▪ Careers fairs & career networking events ▪ Access to labour market intelligence ▪ Help with basic career management skills like CV writing, CV building, job searches and job interviews. 		
Impartial Careers Guidance – for all learners		
<ul style="list-style-type: none"> ▪ Range of education and training options including Apprenticeships and traineeships, entrepreneurialism, other vocational routes and varying occupations which require STEM subjects. ▪ Engagement with local learning providers. ▪ Visits to colleges, universities and workplaces. Access to course information, open days and careers fairs. ▪ Evidence of no bias or favouritism towards a particular education or work option. ▪ <i>Personalised digital portfolio</i> 		

GCSE English and maths		
<ul style="list-style-type: none"> ▪ Are learners clear that if they do not achieve a grade C or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice? This is because of the vital importance and powerful labour market value of a good GCSE in maths and English. 		
Careers Guidance Activities		
<ul style="list-style-type: none"> ▪ <i>up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible</i> ▪ Group work ▪ Face to face /One to one interviews / counselling interviews ▪ At a distance – online or web based Assessment / self-assessment ▪ Careers education programmes ▪ Taster programmes ▪ Work search programmes ▪ Transition services ▪ Careers Fairs / Worldskills ▪ Work-based education and training providers, local colleges and universities, alumni ▪ Work experience and engagement with local employers: workplace visits, work experience, work shadowing, enterprise clubs, employer and sector specific talks <i>At least 100 hours experience of the world of work, in some form, by the time they reach the age of 16.</i> ▪ Higher Education: UCAS process and fairs, university visits; sector specific events / speakers, Oxbridge application and interview support, masterclasses ▪ Year 12 activities ▪ Advice about financial support to participate at post-16. 		

<p><i>impartial, independent & personalised careers education, information, advice and face-to-face guidance in their local community</i></p>		
<ul style="list-style-type: none"> ▪ Disadvantaged and vulnerable: Pupil Premium focus (FSM, LAC). ▪ SEN / learners with learning difficulties or disabilities focus. ▪ RONI indicators ▪ Role models, alumni, mentors and coaches and Careers Advisers provide the guidance. 		
<p>Assuring the quality of external providers of Careers Guidance</p>		
<ul style="list-style-type: none"> ▪ DBS checks, liability insurance, evaluation, parent/carer consent ▪ Feedback from learners ▪ National Careers Service ▪ Commission providers/delivery partners that demonstrate professional credentials ▪ Apprenticeship Ambassadors ▪ Job Centre Plus ▪ Qualified careers professionals ▪ Matrix standard, Investor in Careers or Career Mark ▪ Careers guidance is delivered by well qualified, experienced professionals (qualified to at least Level 4 in Career Information and Advice or preferably Level 6 Diploma in Career Guidance and Development) ▪ Opportunities for staff delivering careers education to study for formal qualifications. ▪ Staff attend local and national careers conferences. ▪ Membership of careers work focused networks and forums for careers leaders and practitioners (consisting of other schools and providers). ▪ Identify and monitor performance against key impact measures such as the Destination Measures and learner satisfaction with careers work provision. 		

Ensuring targeted support for valuable and disadvantaged learners including those with special educational needs (SEN) or disabilities		
<ul style="list-style-type: none"> ▪ Full range of specialist provision that is available and what additional support is available to enable them to access the provision. ▪ Engage with LA SEN support services and section 139A assessments / Education, Health and Care Plan. ▪ Supported Internship opportunities. ▪ Working with the LA to identify young people who are in need of targeted support or who are at risk of not participating post-16. ▪ how these young people can be referred for intensive support 		
Working with Lewisham Local Authority to track young people		
<p>(To assist the most vulnerable young people and those at risk of disengaging with education or work)</p> <ul style="list-style-type: none"> ▪ Low NEET and unknown figures. ▪ Basic information that supports LA to track young people aged 16-19. ▪ September Offer returns ▪ Y12, 13 & 14 enrolments and nil, 'at risk' or drop out returns. Notifying the LA whenever a 16 or 17 year old leaves an education or training programme before completion. ▪ Provide Y12, 13 & 14 destination returns ▪ Attendance to RPA intensive surgeries ▪ Baseline referrals ▪ RPA Directory / Post-16 Bulletin ▪ Collaborative and Alternative provision Directory and tracking. 		
Working with education and training providers		
<ul style="list-style-type: none"> ▪ Engage with further education college or a university technical college, work-based education and training providers. ▪ Visits for 14-16 year olds to local colleges, work-based 		

<ul style="list-style-type: none"> education and training providers and universities. ▪ Lewisham Job Fair and Next Steps events 		
Careers Guidance – strategic direction		
<ul style="list-style-type: none"> ▪ Is careers guidance a formal part of the mission and / or strategy of your school or college? ▪ <i>Is there an explicit publicised careers policy and Careers Curriculum on young people’s experiences of the world of work, links with business, careers provision and destination outcomes?</i> 		
<ul style="list-style-type: none"> ▪ <i>Has there consideration for developing</i> ▪ <i>‘careers clusters’ to share resources in improving awareness of London’s labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.</i> 		
<ul style="list-style-type: none"> ▪ Do a senior leader and a governor have responsibility for championing careers work? Does the governing body provide clear advice to the Headteacher on a strategy for careers Guidance? 		
<ul style="list-style-type: none"> ▪ Are the Chair of governors and the governing body aware of the importance of careers work, including the statutory duty relating to careers guidance? ▪ <i>Is there a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work?</i> 		
<ul style="list-style-type: none"> ▪ Are Senior leaders and Governors aware that Ofsted inspectors will take account of the quality of independent careers guidance and of learners’ destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form. 		
<ul style="list-style-type: none"> ▪ How has the school / college identified resources and undertake necessary commissioning to deliver impartial and independent careers guidance for learners in years 8 to 13? 		
<ul style="list-style-type: none"> ▪ Is the careers coordinator is a member of the senior management team? 		
<ul style="list-style-type: none"> ▪ Do the school / college seek the views of learners on the 		

content, design and delivery of careers work via established forums?		
<ul style="list-style-type: none"> ▪ Is there a clear and coherent strategy for careers work across the key stages, subject departments and staff delivering careers support? 		
<ul style="list-style-type: none"> ▪ Is destination data used to monitor the choices made by learners at the end of Year 11 and Year 13? 		
<ul style="list-style-type: none"> ▪ Is careers work integrated across the curriculum (this may require a curriculum audit)? ▪ Personal, Social and Health Education (PSHE) lessons ▪ Integrated tutorial time ▪ Learner time dedicated to using online tools and software ▪ Learner time dedicated to reading careers education literature 		

Visit carried out by:

Date:

Agreed strengths:

What is the school / Academy / college really proud of?:

Agreed areas for improvement and actions:

Short:

Medium:

Long term:

What else should the school / Academy / college be considering?: