



## CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

**Subject Heading:**

**Careers Education, Information, Advice & Guidance**

**CMT Lead:**

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**Policy context:**

### SUMMARY

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent<sup>1</sup> careers guidance<sup>2</sup> for pupils in years 9-11. Careers guidance must be presented in an impartial<sup>3</sup> manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

### RECOMMENDATIONS

The Committee is asked to consider the following possible lines of enquiry as part of a topic group:

- Visit to a range of secondary schools/academies to meet with Senior Management Team staff responsible for CEIAG to discuss how they are discharging their statutory duties.

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<sup>1</sup> Independent is defined as external to the school.

<sup>2</sup> Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

<sup>3</sup> Impartial is defined as showing no bias or favouritism towards a particular education or work option.

- Visit to a range of secondary schools/academies to meet with Governors responsible for CEIAG to discuss how they are discharging their statutory duties.
- Meeting with LBH Young People's Learning manager to discuss commissioning approach for targeted IAG service.
- Visit to Targeted IAG provider (Prospects) to discuss implementation of targeted IAG service.

**REPORT DETAIL**

### **Responsibilities of Schools**

The Government's general approach is to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there is an expectation that schools will have regard to statutory guidance when deciding on the most appropriate forms of independent careers guidance.

The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers.

The National Careers Service has been fully operational from April 2012. It will comprise a single website ([www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) from April) and telephone helpline number (0800 100 900) to which schools may wish to direct pupils.

In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

Schools may work individually or in consortia/partnerships to secure careers guidance services. Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit. Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals.

Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools are

free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a university technical college, for example. This may include A levels, apprenticeships and vocational options. This will require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options.

Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

### **Responsibilities of Local Authorities**

Now the duty on schools has commenced, there is no expectation that local authorities will provide a universal careers service. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage, enable and assist the participation of young people in education or training, remains unchanged. Local Authorities are required to assist the most vulnerable young people and those at risk of disengaging with education or work.

Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

To enable local authorities to fulfil these duties, they will continue to track all young people's participation through the local Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. From 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education.

**IMPLICATIONS AND RISKS**

**Financial implications and risks: None**

**Legal implications and risks: None**

**Human Resources implications and risks: None**

**Equalities implications and risks: None**