



Havering
LONDON BOROUGH

Education & Employment Skills Delivery Strategy for Havering (2025–2030)

*Compiled by Darren Purdie on behalf of Education
Provision, Inclusion & Skills*

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Abstract

This strategy draws upon the existing and potential work of the teams within the Education Service with responsibility for discharging grant and bid-funded employability development for the residents of Havering, starting within their education and beyond.

This Strategy refers to the contribution of the education and skills components, and it is expected to be read in conjunction with both the Inclusive Growth and the Social Value Strategies, as these deliver on key strands around local employment markets and associated regeneration activity.



Education & Employment Skills Strategy for Havering (2025–2030)

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1. Vision, Mission & Ambition

Vision: To ensure all Havering residents—regardless of age, background, or ability—can access high-quality education and employment pathways that promote lifelong learning, economic inclusion, and social mobility through high quality compulsory, further and higher education.

Mission: To create a responsive, inclusive, and collaborative ecosystem that connects education providers, employers, and support services to deliver meaningful outcomes across all life stages.

Ambition: To work collaboratively with local stakeholders to create a vibrant local employment environment, working in tandem with the Inclusive Growth and Social Value strategies to ensure education, training and employability support pathways are in place to provide young people and residents with the best opportunities to be successful and prosperous in Havering. Specifically, to support residents into secure, sustainable employment as a pathway out of poverty with an emphasis on financial independence and wellbeing, particularly for those facing socio-economic disadvantage.

This Strategy sits within Havering's corporate ambition for the "[Havering you want to be part of](#)" for residents, our vision for children, young people and families to live [happy, healthy lives](#), and links to the Education Strategy for young people to thrive and achieve through accessing high quality education. It is Havering's ambition to not only provide the highest quality education, but also one that best equips our young people for the future, as aspirational, resilient and with clear lines of sight to economic stability whilst becoming the valued members of the community they have the potential to be.

For local context, Havering needs to align its targeted actions to ensure that children, young people and adult residents are presented with the best education and training opportunities to prepare them for life, work and independence. The development of the triad of Inclusive Growth, Social Value and Education & Employment Skills Strategies seeks to address this through clarity around the local regeneration of the borough's employment infrastructure, through securing new anchor employers in a borough that has many small/medium enterprises (SME), and limited scope for a specialised and highly skilled workforce. Whilst Havering sees a large migration into the borough for housing, this is also in part for residents to manage housing costs. They may retain their employment outside of Havering, and a 'travel to work' analysis would inform the Inclusive Growth Strategy and support the need to stimulate local employment opportunities given the Council's commitment to the London Living Wage, improving working conditions and as part of its poverty reduction efforts.

Positive engagement with education, training and, ultimately, sustainable employment are widely acknowledged to be significantly contributory factors to fostering a positive community as well as underpinning strong mental and physical health and wellbeing, something that not only benefits Havering and supports it to be a prosperous borough, but also can alleviate pressures on public health services as an extended outcome. This is something a future analysis would be able to substantiate. The Council's own role as an anchor employer would play no small role in this, and significant funding challenges notwithstanding, is well placed to lead by example with job opportunities for vulnerable and target groups, as the Inclusive Growth Strategy will explore. This could see recruitment targets set to have at least one apprenticeship role in each corporate team, and support care experienced and those with special educational needs into first line employment.

This Strategy seeks to provide a top-level presentation of the delivery of local education and employability skills to meet the evolving local Havering context. This will similarly flex to respond as the Inclusive Growth Strategy delivers on its attraction of local employers and stimulation of the local employment market,

whilst the Social Value Strategy ensures positive investment through local contract agreements for the provision of opportunities (including training/apprenticeships etc) via Section 106 agreed clauses.

The Strategy will take account of skills shortages identified through published mapping exercises undertaken by Local London and the GLA and seek to address these through raising the ambitions and aspirations of residents and providing skills training with a clear focus on new careers (such as green industries, artificial intelligence and others).

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2. Strategic Pillars

A. Education Provision & Inclusion

- Embed inclusive practices across all phases of education, from early years to post-16 including care experienced children, children open to Child Protection and Child in Need plans, Travelling communities, children of Armed Forces personnel, and into adult learning.
- Implement the refreshed Havering Strategic Education Vision to promote leadership, aspirations, inclusion and system-wide improvement, ensuring our youngest residents benefit from Good Levels of Development in line with the aspirational targets set by the Department for Education for Havering, and create a positive learning trajectory.
- Strengthen the Virtual School's role in supporting children in care and care experienced/care leavers, with enhanced tracking and transition planning into further education and employment, developing 'lines of sight' to ambitious workforce engagement.
- In-reach activities for Key Stage 2 and Key Stage 4 provided through the Young People's Education & Skills (YPES) Team, along with the provision of borough-wide events throughout the year to promote and support onwards vocational engagement, developed and delivered with stakeholders including local further and higher education providers and employers.
- Joint working to provide effective vocational profiling at Year 9 via the Special Educational Needs & Disabilities & Alternative Provision (SEND & AP) Team to project and plan for the need for Supported Internship Programmes (SIP) in conjunction with the National Development Team for Inclusion (NDTI). This ensures meaningful learning pathways for learners with Special Educational Needs and Disabilities are available to pipeline young people into work-based learning and subsequent employment (or additional employability training support as required).
- Ensure the continued promotion and support of apprenticeships through established and increased engagement with stakeholders; including the building of further Council based apprentice-linked posts, monitoring local success and direct impact on entry into employment, including the development of self-sustaining social enterprise opportunities to target local residents and support them into skills developing employment.
- Work with partners and other agencies to appropriately target young people not in education, employment or training (NEET), long-term unemployed, over 50s, and

those currently lacking qualifications and skills best suited for the local labour market and skills shortages. The partners and other agencies would include Local London, New City College and key employers within the borough.

- Continue to strengthen established partnership work with Access to HE to continue to promote vocationally valuable Higher Education routes in the absence of a Havering-based stand-alone University, and embracing the locally based HE provision through New City College, and the co-location of Coventry University at Rush Green, affording local HE provision for residents to access. In addition, and in line with encouraging personal independence for working skills, Stratford is within the Department for Work & Pensions' acceptable commuting time and is home to several HE institutions, including UEL and Arden University. The East Bank Development (based at the former Olympic Park) features other higher education and cultural institutions, such as the University College London (UCL) and the London College of Fashion, UAL. Additionally, to cater to one of the growing priority sectors, UEL is developing a significant Health Campus, which includes the Neighbourhood Health Hub, the Hospital and Primary Care Training Hub, and the forthcoming Academic Health Building. A new primary care-focused medical school is planned for the site, subject to GMC approval, within easy reach of Havering.

- Achieving Havering-valued outcomes using Section 106 Agreements on major planning applications to facilitate skills development and employment opportunities for local people, and support business in Havering. This will include the securing of an Employment & Skills Plan as part of each Section 106 Agreement on relevant schemes in line with other Local London partners. This will provide funding/training opportunities that transparently contribute to the local employment infrastructure, reducing funding pressures on the Local Authority, and rigorously monitored as underpinned by the Social Value Strategy, where accountability for this sits.

- Instill resilience in children and young people for the challenges that living and working in the 21st Century can present, making them more emotionally robust and supporting the work of health professionals already under strain from the pressures of local families affected by poor mental health, anxiety and similar.

The following data tables demonstrate the three-year trend as captured for Havering's performance taken from the statutory duty activities, as well as the Not in Education, Employment or Training (NEET)-preventative and aspiration raising work, undertaken by the Young People's Education & Skills Team, underpinning the direction of work detailed in this aspect of the Strategy:

<u>Annual NEET & Not Known Scorecard performance (Statutory)</u>				
	2022/23	2023/24	2024/25	NEET & Not Known scorecard is the government's tool that helps local authorities track and compare their performance regarding young people not in education, employment, or training (NEET). Havering remains in quintile 1 with a performance of 2.8% in 2024/25
Havering	2.4%	2.8%	2.8%	
London	3.4%	3.4%	3.3%	
England	5.2%	5.4%	5.6%	

<u>September Offer performance (Statutory)</u>				
	2022	2023	2024	September Guarantee is where the LA ensures that every young person who finishes Year 11 (and sometimes Year 12) has an appropriate offer for post-16 education, employment, or training by the end of September. This data is reported back to the DfE annually. Havering's performance of 98.5% in 2024 which is above our statistical neighbour Bexley and the Sub-regional average of 97.6%
Havering	98.1%	98.3%	98.5%	
Bexley	98.1%	98%	98.3%	
Sub-region	97.3%	97.7%	97.6%	

<u>Activity Survey (Statutory)</u>				
	2022	2023	2024	Activity Survey is where the LA ensures that all young people in years 12 and 13 who live in the Havering are in education or employment with training and offer support to those not participating. The destinations of all 16-18 resident learners are reported back to the DfE annually. Havering's performance of 96.9% in 2024 is slightly below our statistical neighbour Bexley and the sub-regional average.
Havering	97.3%	96.8%	96.9%	
Bexley	97.5%	97.7%	97.5%	
Sub-region	97.9%	97.8%	97.5%	

<u>Targeting Toolkit Programme</u>				
<u>Learner numbers</u>	2023/24	2024/25	2025/26	The Targeting Toolkit is a 'risk of NEET' Indicator tool, a data-driven system used by the LA to identify young people at risk of becoming NEET (Not in Education, Employment, or Training). It works by analysing year 11 data from various sources, such as attendance, exclusions, and care status, to generate a risk score for each student. The local authority uses this information to provide targeted support and interventions to help these young people stay in education or training. This is some of our preventative work to reduce young people becoming NEET at post -16
Total	255	184	168	
High	32	36	27	
Medium	101	30	66	
Low	122	118	75	

Participation, Education & Employment Panel (PETE)				
Number of hard-to-reach referrals	2022/23	2023/24	2024/25	<p>The Participation, Education, Training, Employment Panel (PETE) is an operational partnership of local education providers and support services for young people aged 16-19 (up to 25 for young people with learning disabilities). The group engages with all partners to make use of initiatives and support available to better provide access to Employment Education & Training (EET) outcomes to Havering's young people. Making use of data to identify and engage potential NEET and those at risk of becoming NEET learners in Havering.</p> <p>This panel meets every six weeks to progress some of our complex and hard to reach learners.</p> <p>The number of young people requiring this support is on the rise.</p>
	37	61	52	

Raising the Participation Age				
	2022/23	2023/24	2024/25	<p>The two open evening events hosted by the YPES team aim to provide impartial information, advice & guidance about post-16 opportunities to young Havering residents and their parents and carers.</p> <p>This work supports high learner participation and low NEET numbers in Havering.</p>
RPA (Moving On Event)	500	500	700	
Apprenticeship Week Event	500	500	500	

Raising Aspirations to Higher Education & Enterprise Skills				
Number of schools worked with	2023	2024	2025	<p>The YPES team works with several primary, secondary & specials schools including Alternative Provisions.</p> <p>The events are aimed at raising aspirations amongst the learner cohort, bringing the world of Higher Education & Employment to Young Havering residents</p>
Primary Futures	8	11	14	
Futures Week (Secondary)	11	7	10	
Social Enterprise	10	9	12	

All 18 secondary schools in Havering, along with the local Further Education and Sixth Form Colleges, four Special Schools, and the Alternative Provisions are actively engaged with the Local London Careers Hub East. This partnership supports a wide range of career education, information, advice, and guidance (CEIAG) activities for young people. The Careers Hub facilitates impactful events such as mock interviews, "meet the employer" sessions, and taster days, connecting schools with employers and training providers. It also provides funding to enhance career-related activities across the borough.

The Hub also offers training and support to schools to embed careers education within the curriculum, helping them meet the Gatsby Benchmarks and comply with the statutory requirements outlined in the Department for Education's guidance on Careers Guidance and Access for Education and Training Providers.

In addition, the London Borough of Havering commissions the Shaw Trust to deliver careers advice and guidance to young people aged 16–19, and up to 25 for those with additional needs and disabilities. Additional in-reach activity is also undertaken with a few Primary schools to ignite ambition and aspiration, and whilst there is limited funding to expand this work, it is our own ambition to do so.

B. Adult Learning & Lifelong Skills

- Deliver the updated Havering Adult College Adult Learning Delivery Plan (2025–2028) focused on:

- Priority sectors and skill shortage areas as outlined through Local London: specifically Health & Social Care, Green Construction, Digital & AI, and Education (including Early Years).

- “Skills on Demand” initiative for employer-responsive short courses.

- Inclusive outreach for disadvantaged groups (e.g. adults with sensory disabilities, carers, learners for whom English is not their first language, economically disadvantaged, homeless and those recovering from poor mental or physical health, drug and alcohol dependencies).

- Initiate the development of Sector Based Social Enterprises to create pathways through local employment and service provision (such as commercial Creative & Digital Production Design) providing skills-orientated work-based training allowing for transferable skills development and real-world work experience opportunities.

- Make strategic use of Tailored Learning funding to support re-entry into education pathways. Utilising more informal learning and to bolster local ambition and esteem through development of a range of transferable life skills that can represent career path jumping on points (such as culinary skills, linguistics, craft skills), for the development of both employability skills as well as the stimulation of entrepreneurship skills.

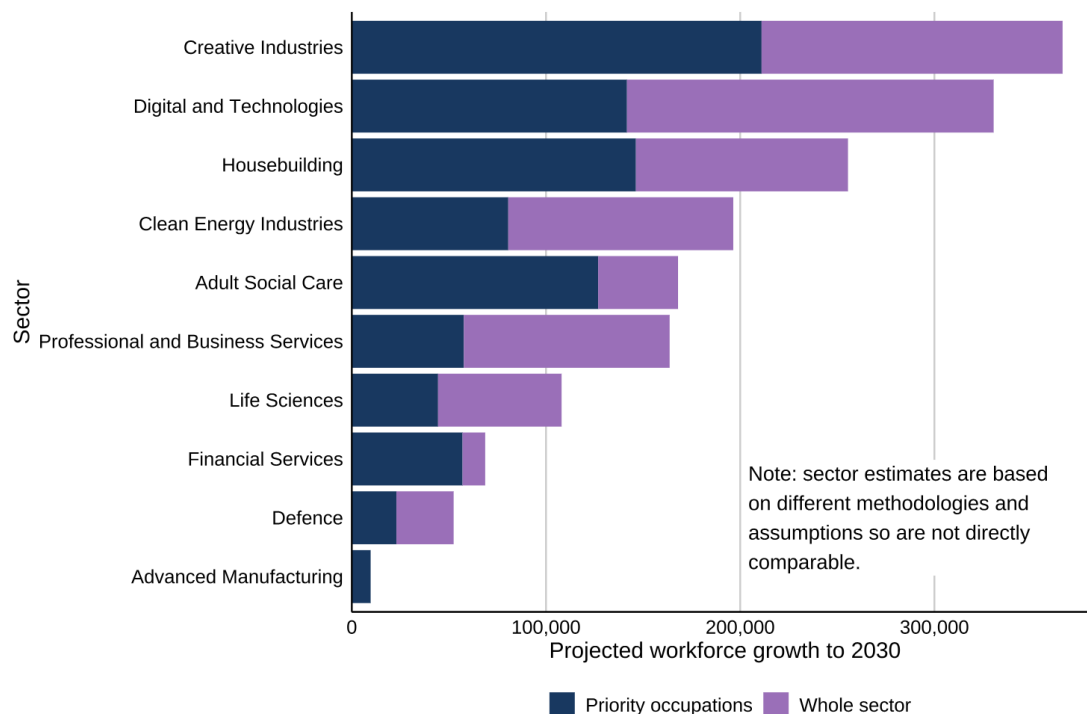
- Ensure that the positive re-enforcement of learning is used to nurture self-esteem and, in turn, positive mental wellbeing to strengthen individual resilience both within life and when in work.

- Retain local flexibility to adapt the use of the grant-funded adult education budget to respond to the evolving local demographics and workforce demands, including, although not exclusively, work undertaken through the Inclusive Growth Strategy.
- Build upon stakeholder engagement with local employers, charitable organisations and the voluntary sector to explore and provide extended services for residents (including through Family Hubs and similar initiatives).

Skills England Assessment of Priority Skills to 2030 outlines future employment demand across 10 key sectors important for delivering the Government's Industrial Strategy and Plan for Change priorities.

The chart below shows the projected workforce growth of each sector by 2030. These align with the sectors outlined as priorities within the Havering Adult Learning Strategy to ensure the local delivery plan maps to both the local and national priority areas:

Figure 1: Contribution of each sector to overall additional employment demand between 2025 and 2030



Source: Skills England planning scenarios based on sector-level projections.

The table below shows the percentage of learners entering priority occupations by qualification level. This supports the Adult College's strategic focus of prioritising Level 2 and 3 in these sectors, with progression pathways to Level 4+ at partner organisations.

Level	Number of learners	Share of learners
Level 2/3	101,000	35%
Level 4/5	19,000	7%
Level 6+	165,000	58%
Total	285,000	100%

Source: Skills England estimates.

Non-vocational programmes are designed to support learners in achieving personal development goals as per the Tailored Learning (TL) grant introduced in 2023/24.

Havering Adult College Tailored Learning Outcomes 2024/25

Description	Number of Delivery Aims	Percentage
Not assigned	48	7%
Increased Confidence	219	34%
Improved skills for progressing to further learning	158	24%
Improved Skills for Work	43	6%
Improved Essential Skills	90	14%
Improved ability to support a child's learning	41	6%
Improved physical health	3	0%
Improved mental health and well being	35	5%
Improved skills to participate in community life	6	1%
Improved skills for independent living	1	0%
No outcome area 1-10 achieved	9	1%
Total:	653	

The table below shows the number of accredited aims delivered at Havering Adult College in academic year 2024/25. Level 2 and above qualifications made up 20% of all accredited aims. In 2025/26, this is projected to increase to 27%. However, overall accredited aims are projected to decrease as we reach our funding limit quicker through higher-level drawdown, illustrating the need for additional accredited funding or the signposting to other local provision (which for adult learners is limited).

This reinforces the need for stronger school age/FE level engagement for children and young people through effective careers guidance and planning, to ensure the provision of adequately funded opportunities remain for those most in need.

2024/25 Accredited Aims by Level – Havering Adult College

<i>Aim Level</i>	<i>Number of Aims</i>	<i>Percentage %</i>
Entry Level (generic, non-reg)	45	5%
Entry Level 1	97	11%
Entry Level 2	79	9%
Entry Level 3	208	24%
Level 1	264	30%
Level 2	149	17%
Level 3	26	3%
	868	

2025/26 Projected Accredited Aims by Level – Havering Adult College

<i>Aim Level</i>	<i>Number of Aims</i>	<i>Percentage %</i>
Entry Level (generic, non-reg)	42	5.82%
Entry Level 1	36	4.99%
Entry Level 2	43	5.96%
Entry Level 3	153	21.19%
Level 1	234	32.41%
Level 2	196	27.15%
Level 3	18	2.49%
	722	

There is a local need that exceeds the capacity of the Adult Education Budget grant awarded to the Adult College. Working with other partners/employers to increase the reach and capacity to deliver essential provision to meet the projected growing demand in areas of local need. This engagement can be better tailored through the adoption of the triad of strategies (Inclusive Growth, Social Value and Education & Employment Skills).

C. Employment & Economic Inclusion

- Launch of “Connect to Work” and extension of “Trail Blazers” to support disabled and economically inactive residents (including the disadvantaged groups above including those over 50, returners to the labour market and people with potential health barriers) utilising the ring-fenced external grants for the designated period and delivering innovative engagement activity to stimulate local workplace engagement. This will see the majority of the team members, resources/materials and activities funded directly from the awarded Connect to Work allocation of £3.3m over the lifetime of this Strategy, and the grant awarded to deliver the Trail Blazers initiative (£354k for 25/26, with a similar amount projected for 26/27).
- Support people with physical and mental health conditions to access good quality employment with the support they need.
- Integrate and implement the priorities of the Learning Disabilities Employment Steering Group.
- Utilize funding opportunities to include provision of key technology to eligible participants to close the IT poverty gaps and support Havering residents into work-readiness behaviours.
- Employment Charter to embed inclusive hiring and progression practices across Havering Council and partners.
- Expand supported internships and employer engagement via the Internships Work Action Plan, linked to the SEND Employment Forum.
- Identify and respond to Havering strategic priorities for any extended work in terms of employment and skills linked to the evolution of local need and opportunity. This would include, although not exclusively, planned engagement with Lower Thames Crossing, Ford Motor Company and other external partners engaging in the process through the Inclusive Growth Strategy.

Whilst the remit for developing the local employment market sits outside of the scope and influence of this Strategy, local workforce and unemployment factors are a consideration to underpin the targeted planning work this Strategy will deliver.

For local context, the following information fed into the awarding of the Trailblazer and the Connect to Work funds, which are targeted at the economically inactive. According to the 2017 ONS Annual Population Survey, 19% of working-age people living in Havering have disclosed they had a disability or long-term illness. The estimated number of people in Havering aged 18-64 living with moderate or serious

physical disabilities was 11,870 in 2017 – a rate of 7,865 per 100,000 population aged 18-64 years. This rate is one of the highest among London local authorities. It is statistically similar to England, but significantly higher than the London average.

More recently, unemployment in Havering more than doubled during the pandemic with 10,090 residents claiming out of work benefits in January 2021 which was a 142% increase from February 2020 (4175) pre-COVID. 5 The unemployment rate in October 2021 is 4.8%, still higher than pre-pandemic levels. This provides an overview of Havering, in comparison with London and the UK overall:

Unemployment Rate

	Havering (level)	Havering (%)	London (%)	Great Britain (%)
Aged 16+	7,645	4.7	5.9	4.0
Aged 16 to 17	5	0.1	0.1	0.2
Aged 18 to 24	1,315	6.8	6.7	5.7
Aged 18 to 21	785	7.6	7.1	6.2
Aged 25 to 49	4,615	5.2	6.0	4.6
Aged 50+	1,710	3.5	6.1	2.9

Economically Inactive Residents

All People	Havering (level)	Havering (%)	London (%)	Great Britain (%)
Total	32,600	19.7	20.4	21.5
Student	13,200	40.4	33.1	26.9
Looking after family/home	6,600	20.3	21.9	18.4
Temporary sick	x	x	1.6	2.2
Long-term sick	#	#	22.1	28.2
Discouraged	x	x	#	0.3
Retired	#	#	7.1	12.8
Other	#	#	13.7	11.4
Wants a job	#	21.7	20.8	19.0
Does not want a job	28,800	88.3	79.2	81.0

ONS Key: x= data not publishable as sample size is disclosive; #= sample size too small for estimating

Below is the data illustrating the outputs and outcomes for the People & Skills Strand of the United Kingdom Shared Prosperity Fund (UKSPF), prior to the enactment of the Trailblazer and Connect to Work programmes:

UKSPF - People and Skills 24/25					
Section 1: Contractual outputs & outcomes Please provide output and outcome actuals in-period and forecast in future quarters		2023-24 Totals	2024-25 Totals	Overall totals	Contract Target
Outputs	number of starts	20	231	251	200
	Number of economically inactive people engaging with keyworker support services	20	231	251	200
	Number of people receiving support to gain employment	0	0	0	0
Outcomes	Number of people engaged in job-searching following support	0	124	124	54
	Number of people in employment, including self-employment, following support	0	37	37	30
	Number of people reporting increased employability through development of interpersonal skills funded by UKSPF	0	87	87	31
	Number of 'good work' jobs	0	15	15	7

Both programmes are now for economically inactive, but we can use a softer definition for Trailblazers, which is now those 'out of work for 4 weeks and/ or cannot start work for 2 weeks.' Additionally, they must be in one of our supported groups (health concerns- including mental health, care leaver, homeless, refugee etc) to qualify.

Trailblazers KPI Overview:

Local London - Performance		Targets
Strand 1 - Output/Outcome indicators		
Number of economically inactive people engaged local support services		60
Number completing training/upskilling		23
Number of people engaged in job-searching following support		18
Number of people in employment, including self-employment, following support		18
Number of 'good work' jobs		4

Connect To Work KPI Overview:

Summary	Total volume s	24/25	25/26	26/27	28/29	29/30
Total volumes	881	98	217	266	207	93

3. Key Objectives (2025–2030)

Objective	Description
Inclusive Education	Ensure all children and young people thrive through high quality, inclusive provision that builds in access to 'lines of sight' to employment opportunities.
Skills for Growth	Align adult learning with local labour market needs and emerging sectors, utilising local stakeholders and partners to inform and co-produce local training opportunities.
Employer Partnerships	Co-develop training and job pathways with anchor employers and SMEs, making effective use of the SEND Employment Forum, the Chamber of Commerce and other mechanisms such as the use of Section 106 Agreements on major planning applications to facilitate skills and employment opportunities for local people and support businesses in Havering.
SEND Employment	Sustain and expand SEND employment forums and supported pathways, drawing on the Year 9 vocational profiling work undertaken by the SEND & AP Team as well as the work of the Learning Disabilities Employment Steering Group.
Data & Impact	Strengthen learner tracking and outcome measurement across all programmes, and report progress and outcome achievement through Quarterly Returns to funding agencies (such as the DfE/GLA/NDTI etc) to ensure funding is continued. Internal reporting to the CP Education Sub-Group, which reports into the Corporate Performance Improvement Board. Key Performance Indicators (KPIs) for externally funded work are set to align with delivery targets and are by contract; internal KPIs will reflect the support for the Inclusive Growth and Social Value Strategies.

4. Policy Alignment

This strategy draws on:

- Curriculum Strategy & Future Vision
- Adult Learning Delivery Plan
- National and regional frameworks:
 - UK Gov: Get Britain Working White Paper (2024)
 - London Growth Plan (2025)
 - HOLEX: Reimagining Adult Education (2025)
 - Business LDN: LSIP (2023)

In addition, and specifically, this Strategy forms one third of a triad of strategic documents anticipated to be read in conjunction, namely the Inclusive Growth Strategy and the Social Value Strategy, developed within the Place Directorate.

Please note, key aspects, such as workforce stimulation, employer acquisition, contract negotiation and agreement and other regeneration and employer engagement activity sit outside of the remit of this Strategy and the teams delivering it. As stated earlier, this Strategy can flex to meet the evolving demands of the workforce to match and prioritise alternative training approaches in conjunction with incoming employers or other partners as identified through Inclusive Growth and Social Value.

5. Delivery & Governance

Lead Team: Education Provision & Inclusion, reporting into the Corporate Parenting Education Subgroup and into the Performance Improvement Board.

Delivery Partners: Young People's Education & Skills, Havering Adult College, Havering Works, SEND Employment Forum, Virtual School, Havering schools, New City College, local education and training providers, local employers and similar, the voluntary sector.

Monitoring: Quarterly reviews via the Education Strategic Partnership (ESP) as directed, and Corporate Parenting Education Sub-Group. Additionally, the delivery provided by Havering Adult College is subject to Ofsted inspection and DfE & GLA audit and oversight, allowing for additional scrutiny and quality assurance.

Upon approval, the Draft will move to the Delivery & Implementation Planning stage, which will result in a clear action plan detailing activity, timeframes and milestones to deliver on the identified strategic outcomes, with built in points for review and adaptation to reflect evolving local priorities and needs.