



Department  
for Education

# Careers guidance and inspiration in schools

**Statutory guidance for governing bodies,  
school leaders and school staff**

**March 2015**

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## Summary

### About this guidance

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to careers guidance<sup>1</sup>. If they decide to depart from it, they will need to have clear reasons for doing so. The statutory guidance outlines why schools (and local authorities that maintain pupil referral units) must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school.
2. We use the term 'must' when the person in question is required to do something in law and 'should' when we are setting out a requirement in the statutory guidance to which they should have regard.
3. Recipients should read this statutory guidance alongside the non-statutory departmental advice on careers guidance and inspiration in schools<sup>2</sup>, which provides case studies and suggestions, based on good practice, for ensuring that all pupils have access to high quality advice and guidance.

### Review date

4. The statutory guidance contains minor updates to the previous version issued in April 2014. This guidance will be reviewed on an annual basis: but it will only be revised if it is no longer considered fit for purpose.

### What legislation does this guidance refer to?

5. Section 42A and section 45A of the Education Act 1997.

### Who is this guidance for?

6. This guidance is for:
  - Governing bodies, school leaders and school staff in maintained schools<sup>3</sup> and local authorities that maintain pupil referral units

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<sup>1</sup> For the purposes of this statutory guidance, 'careers guidance' refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

<sup>2</sup> <https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

<sup>3</sup> For the purposes of this statutory guidance, references to 'maintained school' or 'school' means a community, foundation or voluntary school, community or foundation special school (other than one established in a hospital) that provide secondary education. It also includes pupil referral units. References to a 'governing body' include a local authority that maintains a pupil referral unit.

- Academies and free schools (including alternative provision academies and free schools)<sup>4</sup>.

## Key Points

7. Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.
8. Careers guidance in schools has long been criticised as being inadequate and patchy. Ofsted reported in 2013 that “only one in five schools were effective in ensuring that all students were receiving the level of information they needed”. Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.
9. The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.
10. 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 pupils<sup>5</sup>. This should reflect the school’s ethos and meet the needs of all pupils. Schools should consider the following principles for good practice when developing their strategy:
  - Provide access to a range of activities that [inspire young people](#), including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an an important part of delivering against the duty as it develops the character and confidence needed to build a successful career.

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<sup>4</sup> Many academies and free schools are subject to the duties relating to careers guidance through their funding agreements, including those which opened from September 2012 onwards and those which have moved to the updated funding agreement. Academies without the requirement are encouraged to follow this guidance in any case as a statement of good practice.

<sup>5</sup> The non-statutory departmental advice on careers guidance and inspiration in schools sets out some common features of inspirational, high quality careers guidance.

- [Build strong links with employers](#) who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
  - Offer high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum.
  - [Widen access to advice on options](#) available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route. This should also include giving other post-16 providers opportunities to engage with pupils on school premises.
  - Provide [face-to-face advice and guidance](#) to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
  - [Work with local authorities](#) to identify vulnerable young people, including those with [special educational needs](#) and those at risk of not participating post-16, and the services that are available to support them.
  - Provide information to students about the [financial support](#) that may be available to help them stay in education post-16.
  - [Work with Jobcentre Plus](#) to develop a smoother pathway between education and work.
  - Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
11. Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.
12. Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
13. [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 pupils in judging its leadership and management.
14. Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. 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. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.
15. Schools can use [destination measures](#) data, published by the Department for

Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

## Statutory Duty

16. The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

17. The governing body must ensure that the independent<sup>6</sup> careers guidance provided:

- Is presented in an impartial<sup>7</sup> manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

## What must the governing body do?

18. Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should be informed by the requirements and the key principles for good careers guidance set out in this document – see key points in particular.

## Responsibilities of Schools

19. Good careers guidance is distinctive to the needs of individual pupils so the school's overall strategy should be shaped accordingly. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.

20. In particular schools should make clear to pupils 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 – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work

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<sup>6</sup> Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

<sup>7</sup> Impartial is defined as showing no bias or favouritism towards a particular education or work option.

towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

21. Schools should also ensure that, as early as possible, pupils understand that a wide range of career choices require good knowledge of maths and the sciences. Schools should ensure that pupils are exposed to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.
22. Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment – and make it clear to them that working for themselves is a viable option (in fact it will be necessary for many). Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers – whether real or perceived.
23. Schools should ensure that high attaining pupils are supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education. Universities in the UK take students from all backgrounds and locations, based on their ability and potential. Apprenticeships, including higher level apprenticeships, are available in a wide range of industries and locations across the UK.
24. Schools should ensure that all students are aware of out of school opportunities that could help them with their career aspirations, such as the [National Citizen Service](#) and other voluntary and community activities.

## Inspiring young people

25. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.
26. Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. This approach can particularly

benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Work experience<sup>8</sup> plays an important role for post-16 pupils.

27. More contact with real employers, enthusiastic and passionate about their own careers, not only inspires pupils but also challenges pre-conceived ideas about jobs. Having the opportunity to talk to people in those jobs and visit workplaces helps to build knowledge and understanding of the full range of careers available in a particular sector. This can help to broaden horizons, challenging stereotypical thinking about the kind of careers to which individuals might aspire.

## **Building strong connections with employers**

28. There is currently a mismatch between the careers that young people want to pursue and the opportunities available. Choices made at school should be based on a clear view of the current labour market and how opportunities may change in the future.

29. Employers can demonstrate the opportunities available and advise on how to access them. They can explain the skills needed, and where pupils should be prepared for a level of competition in gaining access to courses or employment. [Evidence from the Education and Employers Taskforce](#) shows that access to a network of employers is associated with better outcomes for young people. Employers can pass on the benefits of their experience to both pupils and teachers, helping to link curriculum subjects to employment and providing an overview of the different routes into careers.

30. Every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. Different interventions will work for different schools and pupils, but it could mean in practice:

- Mentoring and coaching
- Speakers from the world of work in schools
- 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 and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

31. A number of organisations are working to change the culture of education business relationships, making it easier for employers and educators to work together to benefit pupils. Business in the Community’s Business Class programme provides a framework for developing long term relationships between schools and businesses.

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<sup>8</sup> The Department for Education has published [non-statutory advice to help schools deliver work experience](#)



Mosaic offers a package of mentoring support, using positive role models to improve students' confidence and employability. Schools can sign up to Career Academies UK, who provide structured programmes giving 16-19 year olds access to the world of work. Inspiring the Future has a national network of volunteers from different professions, jobs and sectors available to visit schools to share their knowledge and experience with pupils face-to-face<sup>9</sup>.

32. A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. Increasing contact with employers will help to raise the profile of the importance of career choices but the school's overall strategy for advice and guidance should recognise that some pupils will need additional support before they are ready to make decisions about their next steps.

### **Careers and enterprise company**

33. In 2014 the Secretary of State for Education announced the creation of a new careers and enterprise company for schools, to transform careers and enterprise provision for young people and inspire them about the opportunities offered by the world of work.

34. The core purpose of the company will be to broker relationships between employers on the one hand, and schools and colleges on the other, in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. It will hold a distinctive voice and position as the leading, umbrella body with an overview of activity on careers, inspiration, enterprise and employability work – driving better quality and coverage.

35. The company will:

- Provide advice to schools and colleges, helping them choose effective careers organisations to partner with, through a local network of advisors;
- Assist in breaking down perceived barriers between schools and colleges and employers – private, public and third sector - and increasing the level of employer input in careers provision;
- Map the extent of engagement between schools and employers across the country and stimulate more activity in areas where evidence suggests it is needed;
- Develop a system which motivates young people to take part in activities to build their employability, through the development of the Enterprise Passport recommended by Lord Young. The passport is a digital record of all extra-curricular and enterprise-related activities that students take part in;

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<sup>9</sup> The non-statutory departmental advice on careers guidance and inspiration in schools sets out details of these and other programmes aimed at supporting schools to deliver inspirational careers guidance.

- Provide feedback to Government on how well young people are being prepared for work;
- Administer a £5 million investment fund to support innovation and stimulate good practice;
- Support a network of advisors to broker strong local links - the company will assist schools to choose the best careers and enterprise organisations to partner with.

36. It will work closely with the National Careers Service, which will continue to support adults and young people and help the company to bring employers, schools and colleges together.

## **The National Careers Service**

37. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Pupils and their parents can access support via a website, helpline and web chat (<https://nationalcareersservice.direct.gov.uk>, or National Contact Centre 0800 100 900). A mobile website and app are also available. To support customers with pay-as-you-go mobiles and no access to a landline, there is a facility to book a free call back through the website.

38. Schools can choose to commission additional support from contractors engaged in delivering the National Careers Service. The National Careers Service has expanded its offer to schools and colleges. The National Careers Service brokers relationships with and between schools, colleges, local communities and employers, working with Local Enterprise Partnerships and local Jobcentre Plus where appropriate, to help young people benefit from inspiring first-hand experience of the world of work and opportunities available in the local and national labour market. Schools can contact the National Careers Service through the National Contact Centre, which will provide information and support on engaging with employers. Local area based contractors will also be able to work with schools on local arrangements. Contact details for these will be available through the National Contact Centre and on the website, along with other resources.

## **Helping pupils to access information on the full range of education and training options and engage with other local learning providers**

39. Schools must secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post-14: GCSEs; options offered by local university technical colleges<sup>10</sup> and studio schools<sup>11</sup>; 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.

40. All pupils aged 16 to 19, whether doing academic or vocational studies or a mix of both, are already expected to be following a study programme tailored to their prior attainment by age 16 and future education and career aspirations. A core principle of study programmes is that they support and encourage progression to the next level of education or employment. Schools with post-16 pupils, should ensure that pupils are aware of progression routes they can pursue after the study programme they are following.

41. Visits to colleges, universities and workplaces can help pupils to make informed decisions, helping them to progress successfully at key transition points. Access to course information, open days and careers fairs can also inform the decision-making process.

42. Schools should also encourage pupils to use websites which display information about opportunities (“portals”). From October 2015, the Government plans to make information on the full range of post-16 opportunities available via a national database which portals can present to young people in a way that helps them make choices effectively. Schools should support their year 11 pupils in particular to use portals as part of their careers advice and guidance provision. They should recommend good quality portals, whether national or local in scope, that present the full range of opportunities in an objective way that will help pupils make good choices about post-16 options.

43. Schools should make sure pupils can find out more about the range of options available by giving other providers who wish to do so the opportunity to engage with pupils, on school premises, to inform them directly about what they offer. These could include further education and sixth form colleges, studio schools, university technical colleges and employers and other providers delivering apprenticeships. Schools can work within local partnerships with other schools, the local authority and other partners to understand pathways locally, and embed intelligence on the local economy. Schools have a responsibility to act impartially and recognise that some pupils will flourish most successfully by pursuing education or training options beyond

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<sup>10</sup> UTCs are new academies, backed by employers and universities, for 14 -19 year olds and specialising in one or two curriculum areas, e.g. engineering and construction. They teach core GCSEs and A levels alongside vocational qualifications, and prepare young people for a range of careers and pathways at 19.

<sup>11</sup> Studio Schools are new academies for 300 students, aimed at those in the 14-19 age range who learn in more practical ways. They offer GCSEs in English, maths and science, alongside work placements and projects linked directly to employment opportunities in the local area. Students stand to gain a broad range of employability and life skills.

the school. The primary consideration when advising on options should be the best interests of the young person.

## Securing support for choices and progression

44. Different pupils will need different support to make good choices based on their aspirations and the information they can access<sup>12</sup>. Some will need convincing that having a successful career is a positive and attainable option. Some will need help in thinking about their current position; their strengths; the opportunities and risks in different career paths and what it will take to get there. Others will be more advanced in their thinking but will still benefit from encouragement to explore alternative options before finalising their choices. Schools should ensure that the individual needs of all pupils are considered.
45. In addition to the National Careers Service website, which includes job market information and job profiles, there is a further range of digital resources that can help pupils self-assess their skills and research career options. For example, [plotr.co.uk](https://plotr.co.uk) can help to inspire and inform young people about the career and training pathways available to them. Created with input from teachers, young people and employers, it promotes inspiration, exploration and discovery of the world of work, and allows teachers and schools to connect with local and national employers. Teachers and students can access expert careers advice, knowledge and information from one single digital platform.

## Face-to-face careers guidance

46. Pupils can gain confidence and motivation from the opportunity to explore career ideas through individual, face-to-face discussions with a range of people:
- Role models and inspiring individuals from the careers to which they aspire.
  - Alumni who can pass on the benefits of their experience from vocational courses, apprenticeships and degrees. Pupils can often relate to successful former students, who can help change their perceptions of what they are capable of achieving.
  - Mentors or coaches who can provide a more nurturing influence, helping young people to build their confidence and resilience.
  - Careers advisers who can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements.
47. Schools should secure access to face-to-face careers guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for

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<sup>12</sup> A Future First study showed that over 80% of students surveyed said that they feel more confident that they will succeed in the world of work as a result of hearing from alumni.

children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities.

### **Duty to participate in education or training after 16**

48. The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 were required to continue in education or training for at least a further year. Those who left year 11 in summer 2014 are the first cohort required to continue until at least their 18<sup>th</sup> birthday.
49. Schools must ensure that young people are clear about the duty and what it means for them. In particular they must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:
- Full time study in a school, college or training provider;
  - An apprenticeship, traineeship or supported internship;
  - Full time work or volunteering (20 hours or more) combined with part time accredited study.

### **Working with local authorities**

50. Local authorities<sup>13</sup> have a range of duties to support young people to participate in education or training which are set out in [statutory guidance on the participation of young people](#).
51. Schools should work with local authorities to identify those at risk of not participating post-16. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.
52. Schools should also work in partnership with local authorities to ensure they know what support services are available, and how they can refer young people for this support

### **Information sharing**

53. All schools (including academies and other state-funded educational institutions) must provide relevant information about all pupils to local authority support services<sup>14</sup>. This includes:
- i) basic information such as the pupil's name, address and date of birth.

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<sup>13</sup> For the purpose of this guidance, local authorities includes services subcontracted by the local authority to deliver services to support young people's participation as set out in the Education and Skills Act.

<sup>14</sup> Section 72 of the Education and Skills Act 2008

ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This may include for example: young people's contact details, information to help identify those at risk of becoming not in education, employment or training (NEET) post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must ensure that they do not provide this additional information if a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents the opportunity to ask for personal information not to be shared.

54. Schools must also notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion<sup>15</sup>. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place.
55. It is for schools and local authorities to agree local arrangements for ensuring these duties are met.

### **Targeted support for vulnerable and disadvantaged young people**

56. Schools should work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support drawn from a range of education and training support services available locally.
57. Pupils in alternative provision (AP) are a particular group who may require targeted support in order to achieve their full potential. Local authorities maintaining pupil referral units, AP academies and AP free schools should have high aspirations for these pupils and consider developing links with mainstream schools in order to broaden the experiences and advice that are provided to them.
58. Ofsted's report ['The Pupil Premium. How schools are spending the funding successfully to maximise achievement'](#) includes an example of how one school used the pupil premium to provide carefully targeted advice and experiences related to work for all their disadvantaged pupils.
59. Schools should ensure that young people understand that the [16 to 19 Bursary Fund](#) has been set up to support those in financial hardship, and that they need to speak to their post-16 education or training provider to find out more information.
60. Schools may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on Free School Meals.

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<sup>15</sup> Section 13 of the Education and Skills Act 2008

## **Ensuring adequate support for pupils with special educational needs or disabilities**

61. The overwhelming majority of young people with special educational needs (SEN) and disabilities are capable of sustainable paid employment, with the right preparation and support. All professionals working with them should share that presumption, and should help young people to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. Independent and impartial advice for young people with SEN and disabilities should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid employment. This includes supported internships for young people with Education, Health and Care (EHC) plans, traineeships and apprenticeships; and qualifications that will enable young people to study in higher education, where appropriate.
62. When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community. Schools should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them from an early age.
63. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. For children with Education, Health and Care plans, Personal Budgets can be used to help children and young people with SEN to access activities that promote greater independence and learn important life skills.
64. For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Where a student has an EHC plan or a 'Statement', all reviews of that Plan or Statement from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society. All schools should consider how to link employers with young people from year 9 onwards, as a critical part of helping young people with SEN raise their aspirations and develop their own career plans.
65. Schools should make use of the local offer published by the local authority which must set out details of SEN provisions in their area - including the full range of post-16 options. Schools must co-operate with local authorities, who have an important role to play, in particular through the provision of SEN support services and EHC plans. Statutory guidance on the SEN duties is provided in the new 0-25 Special Educational Needs Code of Practice.

## Working with Jobcentre Plus

66. Jobcentre Plus can play a role in supporting an effective transition from school to work for young people. Schools could work with their local Jobcentre Plus to develop a smoother pathway between education and work. This may mean in practice:

- Jobcentre Plus sharing its knowledge and experiences of the needs of employers with schools
- Schools and Jobcentre Plus pooling their knowledge on setting up successful work experience placements
- Forging greater links between Jobcentre Disability Employment Advisers to support the transition for those with special educational needs or disabilities into work.

## Evaluation and monitoring of advice and guidance

### Quality assurance and feedback

67. In developing careers provision for pupils, there are currently three aspects of quality assurance that schools should take into consideration:

- The quality of the school careers programme. The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. The national validation, the [Quality in Careers Standard](#), will assist schools to determine an appropriate quality award to pursue. There are currently twelve quality awards that are recognised as meeting the Quality in Careers Standard.
- The quality of independent careers providers. The recognised national quality standard for information, advice and guidance (IAG) services is the matrix Standard. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Schools can access an online register of organisations accredited to the [matrix Standard](#).
- The quality of careers professionals working with the school. The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. The main qualifications for careers professionals are the Qualification in Career Guidance (QCG) (which replaced the earlier Diploma in Careers Guidance) and the Level 6 Diploma in Career Guidance and Development. Schools can view a [register of careers professionals](#) or search for a career development professional who can deliver a particular service or activity.

68. Schools should monitor and evaluate the activity taking place whether that involves school staff, volunteers or external providers. This could for example include



observations by senior members of staff. Schools can also take into account pupils' feedback. This can be done informally or formally, for example via school councils or other mechanisms. Feedback from parents and from employers engaged in the activities can also be useful. Schools can use this feedback to evaluate different activities and delivery options to inform future provision.<sup>16</sup>

## The role of Ofsted

69. Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form.

## Destination Measures

70. Schools should assess their success in supporting their pupils to take up education or training which offers good long term prospects. One way of doing this is through use of [destination measures data](#). These data are produced and published by the Department for Education using existing data collections and are based on sustained participation<sup>17</sup>. They show the percentage of a school's former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data are broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at key stage 4, disadvantaged pupils who would have attracted the pupil premium. Schools can use the data to consider the destinations into which former pupils<sup>18</sup> progressed and how successful their transition into those options were. They can use this information to ensure that all pupils receive the support needed to prepare for and take up education, employment or training which offers good long term prospects. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.

71. Local authorities also track young peoples' progress after they leave school in order to identify those who are not in education or training. This can be used to give an early picture of young people's post-16 destinations. Schools are encouraged to work with their local authority to ensure that the information they collect is as complete as possible, and to ask their local authority to share information on young people's progress with them.

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<sup>16</sup> Useful documents to help schools evaluate their careers provision and draw up an effective careers strategy include '[A Guide to Best Practice and Commissioning Careers Guidance Services](#)' by the Career Development Institute and '[Careers engagement: a good practice brief for leaders of schools and colleges](#)' by ASCL, ATL, NFER and 157 Group.

<sup>17</sup> The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.

<sup>18</sup> The data published in January 2015 relate to those students who were included in the 2011/12 KS4 or KS5 Performance Tables and show their destinations in 2012/13.



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