

## **AGENDA ITEM 7**

### **REPORT TO THE TEES VALLEY COMBINED AUTHORITY CABINET**

**1 JUNE 2018**

#### **Report of the Head of Education, Employment and Skills**

#### **Portfolio: Education, Employment and Skills**

### **TEES VALLEY CAREERS & ENTERPRISE INITIATIVE**

#### **SUMMARY**

This report presents the plans to implement from September 2018 an ambitious new approach to Careers Education in Tees Valley and the associated investment required. This programme will provide more effective, informed and high quality Careers and Enterprise education in all educational establishments, including primary schools, Special Educational Needs and Disability Schools (SEND), Pupil Referral Units, Secondary Schools, Sixth Form Colleges and Further Education Colleges to include all young people in Tees Valley.

#### **RECOMMENDATIONS**

It is recommended that Cabinet:

- i. Notes the progress made on developing the Tees Valley Careers and Enterprise Initiative within the allocation of £3 million from the Investment Fund as indicated in the Education, Employment and Skills strategy launched in April 2018,
- ii. Approves the investment of this funding on the basis set out in this paper; subject to further development of specific items for delivery by a Careers work stream group whose membership will be Schools, Employers and Local Authorities. This group will report directly to the Education, Employment and Skills Partnership Board, and
- iii. Agrees that the Operating Model for implementation will be reported to Cabinet at a future meeting.

#### **DETAIL**

##### **Education, Employment and Skills Strategy**

1. In 2017 the Education, Employment and Skills Partnership Board members led on the review of the education, employment and skills agenda and the development of the Education, Employment and Skills Strategy: Inspiring our Future. Extensive consultation has taken place through partnership events and direct school and young people engagement. This strategy was approved by cabinet in February 2018.

2. Within the strategy, Careers Education was highlighted as a critical area for change and as a result, the Board will establish a Careers work stream to further develop the detailed delivery required, implement the associated activities and monitor performance regarding careers education in Tees Valley. This work stream will ensure that the specific employer engagement activities and approach to monitoring will be led by school head teachers or their appointed senior career leaders.
3. Cabinet and the Education, Employment and Skills Partnership Board agreed that the focus of the Combined Authority's contribution to careers education should align with and add value, not duplicate the schools statutory responsibilities of providing Careers guidance to every key stage 3 and 4 pupil, often carried out by Council teams.
4. The strategy states that this new initiative would better align careers and enterprise education in schools to business needs and improve the experiences of young people to ensure they are better informed and prepared for work. The aim would be to engage 1000 businesses in careers education across all schools and from Key Stage 2, age 7 upwards.
5. Businesses would be engaged to both shape careers education and engage directly with young people from Key Stage 2 and will contribute to the aim of all 11-18 year olds receiving at least seven meaningful employer engagements to assist their career decision making. Targeting of businesses from the priority sectors highlighted in the Strategic Economic Plan and high demand sectors for replacement jobs will be undertaken to ensure careers education is linked directly to future workforce demand in Tees Valley.
6. The strategy also endorses that the initiative would engage every school and college in Tees Valley. It is recognised that this is a significant challenge given the range of institution type and scale in terms of numbers of institutions. The work stream group will further develop the detail for implementation during the summer term and will aim to commence activity in schools from September 2018. It is anticipated that due to existing provision that could be expanded the initial activity will focus upon young people aged 11-18 but be quickly rolled out as soon as practical to all ages. There are currently 204 primary schools, 43 secondary schools, 4 sixth form colleges, 8 Special Educational Need and Disabilities Schools, 5 Pupil Referral Units, 5 General Further Education colleges and one specialist Art and Design college in Tees Valley.
7. The strategy development and consultation process concluded that there are many challenges within Careers Education that require addressing and that a Tees Valley wide approach should be developed. The challenges include the mixed volume and quality of careers education and the lack of objectivity, e.g. some learning establishments do not promote external institutions or apprenticeships as an option at 16. The poor quality of labour market information available also requires attention to ensure it is up to date, relevant and accessible.

#### **Current feedback from Schools**

8. Consultation through engagement with schools via the careers workshop held on 23<sup>rd</sup> April, that was attended by secondary and primary schools, including SEND

schools, businesses, Local Authorities and external stakeholders and direct contact with schools via the Enterprise Advisor Network has shaped the proposals for implementation.

9. Schools have reported that they find the expectations of them and the wide range of services available to support them to deliver careers education as confusing. Whilst many schools do commit to delivering a range of careers services bought in from national and local providers, it is unclear as to how to relate these to the expectations from the Department of Education and evidence their contribution to improved decision making.
10. Secondary Schools also report that due to the various constraints they face they focus upon specific year groups as they plan to consider their options for post 16 and that the service they provide is not embedded into the wider curriculum, nor fully evaluated or monitored to consider the impact it has on young people's destinations.
11. The current offer of careers education for young people prior to leaving school is not aligned to the adult national Careers Education Service provided by CfBT and adults also inform us that they are unaware of the opportunities available and feel unprepared for the world of work.
12. Primary Schools report that they wish to deliver more careers education but have limited capacity to develop a careers education programme and cannot engage enough or appropriate employers to support this work.

### **Future Careers Education in all Tees Valley schools**

13. Delivery will focus upon increasing employer engagement that will support primary and secondary schools to provide relevant careers information and industry related advice to children and young people. The approach will target those schools that most require assistance and guidance in developing an effective careers delivery programme. There will also be targeting of schools that have highest levels of disadvantage including numbers of pupils on Free School Meals and pupil attainment at GCSE and A-Level, particularly related to Maths, Science and English.
14. The national Careers Education Strategy states that "those pupils with four or more interactions with employers are 86% less likely to be unemployed and can earn up to 22% more during their careers". Increasing improved employer engagement will support the Tees Valley Young Persons pledge to provide at least seven meaningful engagements with employers from private, public and voluntary sector. Monitoring and evaluation will be an integral part of this work to ensure that better outcomes are achieved for young people and inform future improvement as appropriate.
15. Much of the detail developed to shape the new Careers initiative is built upon the good work already in place across Tees Valley, including the Transforming Tees Careers Pilot. The final programme will be developed to build upon the Careers guidance programmes being delivered by Local Authorities and existing programmes including the Redcar and Cleveland Council's Foundation for Jobs

Young person's entitlement, Hartlepool Council's Youth Investment programme and Darlington Borough Council's Foundation for Jobs. Subject to appropriate due diligence it is anticipated that existing services could be supported and further developed as we roll out the initiative. In addition there are a number of widely accepted good models of delivery by external providers, including High Tide, Jacobs and British Steel cadetships and Inspire 2 Learn that will also be considered for extension. The programme will create a progressive and developmental careers and enterprise function that supports creativity, enterprise and personal development skills.

16. The implementation of a comprehensive careers initiative in schools will also support schools to achieve Ofsted grading for careers interventions and improve pupil destinations. The programme whilst supporting schools to respond to Ofsted's assessment it is developed to go further and respond to local school, pupil and business demands.
17. Alongside this the programme of activity will demonstrate how schools achieve the Gatsby careers benchmarks. Gatsby benchmarks are nationally endorsed as the key elements to deliver good careers education. In the Department of Education's National Careers Strategy, launched in December 2017 and recently published school guidance it is clear that there is an expectation on schools to deliver these benchmarks and they will be assessed against their ability to do so.
18. There are eight Gatsby benchmarks including delivering a stable careers programme that addresses the needs of each pupil, learning from career and labour market information, linking curriculum learning to careers, delivering encounters and experiences of employers and their workplaces, ensuring information is provided regarding Further and Higher Education options and providing personal guidance.
19. There is an expectation that in order to develop good careers education programme all schools should have an identified leader of careers education as part of their Senior Leadership Team. As part of the national careers strategy this includes that secondary schools should create this role to ensure curriculum areas embed careers education into their subject area. In order to support Primary and other school institutions the programme will develop solutions to assist all schools to have this leadership function.

### **Proposal for implementation**

20. It is proposed to set five key areas of activity that will support the introduction of new activities in schools from September 2018. This will create the resource to start implementing the support to schools, engage more employers, improve labour market information and provide the leadership via the careers workstream group to develop further the specific items and activities to be implemented in schools from September 2018.

21. The initiative will have five constituent parts:

#### **21.1 Extend the Tees Valley Enterprise Adviser Network to all schools and colleges in Tees Valley**

The Enterprise Adviser Network programme provides support to connect local businesses with schools and colleges across the Tees Valley. Enterprise Advisers are senior employees who volunteer from local businesses. The Enterprise Adviser role works at a strategic level with the school/ college's Senior Leadership Team to devise and implement an inclusive and consistent careers strategy for all students. Advisors support and enhance existing activities, ensure that the schools are aware of additional support available and identify what additional support the school requires to deliver improved careers education.

The Enterprise Adviser role is less focused on direct delivery to students but focuses to ensure that the schools/ colleges are providing sufficient opportunities for young people to be exposed to the world of work.

This approach will be extended to all schools, including primary schools, Special Educational Needs schools and Pupil Referral Units. As a result of this work every educational establishment will be able to evidence their strategic approach to careers education against both the Gatsby careers benchmarks and the Tees Valley Careers Framework.

### **21.2 Tees Valley Schools Draft Careers Framework (example attached at Annex 1 for Key stages 3 and 4)**

The Tees Valley Careers Framework provides the guidance and infrastructure to help schools to offer and deliver a consistent, coordinated and impartial Careers Education offer for every young person.

The Framework maps out key activities/ interventions that could take place in each year group. Each of the activities is mapped against the nationally accepted Gatsby Careers Benchmarks and identifies the activities to deliver the schools statutory duty on providing careers guidance. Embedding the framework will enable schools to apply for a quality careers kite mark award.

The framework currently includes the requirements for engagement with students from Year 7 and is focused on ensuring that students have meaningful encounters with the world of work and are informed and prepared for key transitions at ages 11 and 16.

Work is currently being undertaken and will be developed further with the work stream group and primary schools to develop an appropriate Framework for Key stage 2.

Further work will also be carried out with post 16 education providers and adult services to develop a similar approach.

Careers Advisors will work with the Schools senior leadership teams to identify where the school requires additional support to successfully deliver the framework and the recommended activities.

### **21.3 Tees Valley Young Persons Careers Pledge**

The pledge ensures that all Tees Valley young people will have access to the same opportunities regardless of where they live or the education establishment that they attend. The young person's pledge will present what young people and their parents/ carers can expect to experience by the age of 16.

The pledge will include:

- At least 7 meaningful and progressive contacts with employers to showcase the world of work.
- Open access to information and tools to find out where job vacancies are; learn about employment sectors that are growing and what jobs are available locally.
- Opportunity to attend at least one externally organised fair/workshop per academic year that highlights skills needed for the workplace (such as: Tees Valley Skills Event; North East Skills Show; Global Entrepreneurs' Week or a Local Authority organised Careers Event).
- Objective information and guidance about the range of both work and school/college based learning, apprenticeships and study opportunities available to them after Year 11.
- Assistance to complete a Curriculum Vitae and application forms, and take part in at least two mock interviews.

#### **21.4 Provide a menu of activity to deliver the Framework and Pledge.**

In order to deliver a high quality, consistent and improved Careers Education programme across Tees Valley a range of activities, events and resources will be made available to schools, young people and their parents/carers with a key focus on positive, progressive and meaningful encounters with employers from all sectors. These will include activities to gain experiences in the workplace, curriculum linked careers learning and projects set with business to encourage enterprise and entrepreneurship.

Alongside engaging more employers, support will be provided to schools to manage the greater engagement of employers in specific activities, to audit and improve the impact of these by measuring pupil's achievements and feedback, and develop long term, developmental relationships with employers.

#### **21.5 Develop a standalone website linked to the Combined Authority's website**

A standalone website, [TeesValleyCareers.com](http://TeesValleyCareers.com) will be linked to the Combined Authority's main website and will provide better information regarding careers education and a more responsive approach to engaging key stakeholders, including employers. The website will also ensure that information and activities are made available to all young people in Tees Valley.

These functions and content will:

- Provide a point of contact for new enquiries from all stakeholders, including new employers
- Co-ordinate and showcase activities and career opportunities available to young people, parents/ guardians and practitioners within the Tees Valley
- Provide an easily accessible enquiry route for employers, education establishments and individuals
- Host Tees Valley live apprenticeship vacancies.
- Host the 'Tees Valley Careers Toolkit of self-serve resources for pupils, teachers, careers advisors and employers.

## **FINANCIAL IMPLICATIONS**

Activity	How	Cost p.a.	Outcomes
1.A Tees Valley Enterprise Adviser Network	a. Officer Coordination 3 Enterprise Coordinators directly linked to CEC programme	50% match funding from Careers Education Company to 2020 -cost £75k Combined Authority contribution £75K Potential extension 2020-21 full cost to TVCA <b>£150k</b>	Every secondary school and college in Tees Valley will have a matched Enterprise Adviser
1.B	b. Additional officer coordination to extend advisor network to Primary schools, deliver framework, engage employers and develop menu of activities  Officer coordination (3) additional officers	<b>£150k</b>	Every educational establishment in Tees Valley will have support from an Enterprise Adviser
2. Implement the Careers framework in schools	Provide school support to implement framework  This will fund schools to implement framework	<b>£200k</b>	All schools adopting Framework activities
3. Deliver the young person's careers pledge	Develop employer engagement encounters, events, tools and resources directly linked to pledge activities  This will include externally commissioned services	<b>£500k</b>	Better quality tools and resources accessed by more schools, young people and their mentors.  Information easily accessible and relevant to decision making requirements of young people and adults
4. Develop a menu of activity for employers for the Framework and Pledge	Create employer database, marketing approach to engage new employers	Included in 1b and 3	A clear menu of activity accessed by employers, educational establishments and pupils
5. Develop careers element of the Combined Authorities website	Review existing content and develop further content	Included in 1b	Website provides a range of information and learning resources and an effective enquiry platform for stakeholder engagement

22. The finance allocated to this pilot is across three financial years and is within the medium term investment plan.
23. There are staffing costs for the Combined Authority, these will be kept to a minimum and will be delivered within the budget allocation for this programme. Recruitment of new posts will be in line with the budget allocation.

## **LEGAL IMPLICATIONS**

24. There are no specific legal implications within this proposal other than those included when externally commissioning activity via typical grant award agreements.

## **RISK ASSESSMENT**

25. This allocation of the Investment Fund to the Tees Valley Careers Initiative is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

## **CONSULTATION**

26. No formal stakeholder consultation is required for this item. Consultation and engagement has been with the Education, Employment and Skills Partnership Board, Local Authority Education, Employment and Skills Officers group and a partner Careers workshop held on the 23 April.
27. Consultation has also taken place with young people through a series of focus groups with students in years 7-13 from a variety of Tees Valley educational establishments.

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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<b>Key Stage 3</b>		
*GB- Gatsby Benchmark		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Essential	Essential	Essential
<ul style="list-style-type: none"> <li>➤ A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. <b>(GB1)</b></li>   <li>➤ Activities to enable students to be able to identify the skills needed and valued in the workplace as well as able to give examples of when these skills are being used e.g.               <ul style="list-style-type: none"> <li>• problem-solving skills</li> <li>• communication skills</li> <li>• leadership skills</li> <li>• teamwork skills</li> <li>• negotiation skills</li> <li>• presentation skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. <b>(GB1)</b></li>   <li>➤ Access to comprehensive and impartial careers and options resources. <b>(GB2) (GB3)</b></li>   <li>➤ Pre option choice talks and visits on career routes and destinations e.g. within specific industries, occupational areas, including speakers' activities to enrich the learning experience and subjects. <i>(If</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. <b>(GB1)</b></li>   <li>➤ Access to comprehensive and impartial careers and options resources. <b>(GB2) (GB3)</b></li>   <li>➤ Pre option choice talks and visits on career routes and destinations e.g. within specific industries, occupational areas, including speakers' activities to enrich the learning experience and subjects. <i>(If</i></li> </ul>

Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<ul style="list-style-type: none"> <li>• organisation skills</li> <li>• decision making skills</li> <li>• time management</li> <li>• positive attitude</li> </ul> <p><b>(GB2) (GB3)</b></p> <ul style="list-style-type: none"> <li>➤ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges a business plan development, branding/ marketing. <b>(GB2) (GB3) (GB4) (GB5) (GB6)</b></li> <li>➤ Students and Parents to have access to labour market intelligence/information resources for assessing labour market trends including salaries, competition for jobs and career opportunities. <b>(GB2) (GB3)</b></li> <li>➤ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site</li> </ul>	<p><i>applicable</i>) <b>(GB2) (GB3) (GB5) (GB6) (GB8)</b></p> <ul style="list-style-type: none"> <li>➤ Option choices e.g. a range of planned support for subject choices and career decision-making. <i>(If applicable)</i>) <b>(GB3)(GB8)</b></li> <li>➤ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges a business plan development, branding/ marketing. <b>(GB2) (GB3) (GB4) (GB5) (GB6)</b></li> <li>➤ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours etc/ video resources <b>(GB5) (GB6)</b></li> <li>➤ Students and Parents to have access to labour market</li> </ul>	<p><i>applicable</i>) <b>(GB2) (GB3) (GB5) (GB6) (GB8)</b></p> <ul style="list-style-type: none"> <li>➤ Option choices e.g. a range of planned support for subject choices and career decision-making. <i>(If applicable)</i>) <b>(GB3)(GB8)</b></li> <li>➤ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges a business plan development, branding/ marketing. . <b>(GB2) (GB3) (GB4) (GB5) (GB6)</b></li> <li>➤ Students and Parents to have access to labour market intelligence/information resources for assessing labour market trends including salaries, competition for jobs and career opportunities. <b>(GB2) (GB3)</b></li> <li>➤ Personal guidance e.g. contact with /access to an impartial and qualified careers adviser/ conversations with</li> </ul>
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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<p>tours etc/ video resources. <b>(GB5) (GB6)</b></p> <ul style="list-style-type: none"> <li>➤ Linking curriculum learning with careers. Subject specific career–related learning activities for students e.g. visit to a place of work; presentation by sector specific organisations whose businesses is focused on Maths, Science, Creative &amp; Digital etc. <b>(GB4) (GB5) (GB6)</b></li> <li>➤ Access to comprehensive and impartial careers and options resources. <b>(GB2) (GB3)</b></li> <li>➤ Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the careers aspirations individual and those around them. <b>(GB3)</b></li> </ul>	<p>intelligence/information resources for assessing labour market trends including salaries, competition for jobs and career opportunities. <b>(GB2) (GB3)</b></p> <ul style="list-style-type: none"> <li>➤ At the end of Yr 8 a Mock interview with teachers, careers specialists including mentors, advisers, coaches, and enterprise advisers to begin to make students aware of interview experiences.<b>(GB2) (GB3) (GB5)</b></li> <li>➤ Linking curriculum learning with careers. Subject specific career–related learning activities for students e.g. visit to a place of work; presentation by sector specific organisations whose businesses is focused on Maths, Science, Creative &amp; Digital etc. <b>(GB4) (GB5) (GB6)</b></li> <li>➤ Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the</li> </ul>	<p>employers, employees. Students are aware of where to get help with career /option choices. <b>(GB2) (GB3) (GB8)</b></p> <ul style="list-style-type: none"> <li>➤ Attend Skills Shows or Careers Fair e.g. <ul style="list-style-type: none"> <li>• Tees Valley Skills Event</li> <li>• Tees Valley Big Bang</li> <li>• North East Skills Show</li> <li>• LA area Careers Events <b>(GB3) (GB5) (GB7) (GB8)</b></li> </ul> </li> <li>➤ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours/ video resources. <b>(GB5) (GB6)</b></li> <li>➤ Contact with industry experts e.g. mentoring, confidence building, learning about work opportunities, talking about self and their Curriculum Vitae (CV) supported work experience such as a cadetship programmes or school community project. <b>(GB4) (GB5)</b></li> </ul>
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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

	<p>careers aspirations individual and those around them. <b>(GB3)</b></p>	<ul style="list-style-type: none"><li>➤ Linking curriculum learning with careers. Subject specific career-related learning activities for students e.g. visit to a place of work; presentation by sector specific organisations whose businesses is focused on Maths, Science, Creative &amp; Digital etc. <b>(GB4) (GB5) (GB6)</b></li><li>➤ Parents Evening: Option Choice with representatives from providers and careers specialists.) <b>(GB3) (GB7)</b></li><li>➤ Work with local primary schools to provide a works experience mentoring opportunity for secondary students, to help with the development and use of employability skills. This will also act as a positive transition activity for KS2 pupils. <b>(GB5) (GB6)</b></li><li>➤ Contact with young ambassadors e.g. alumni from universities, colleges, sixth form, special schools and colleges, apprentices/trainees/ supported interns, employees,</li></ul>
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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

		<p>entrepreneurs sharing their career stories. <b>(GB5) (GB7)</b></p> <ul style="list-style-type: none"> <li>➤ Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the careers aspirations individual and those around them. <b>(GB3)</b></li> <li>➤ Achieve a Recognition Award e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc. <b>(GB3) (GB5) (GB6)</b></li> </ul>
Desirable	Desirable	Desirable
<ul style="list-style-type: none"> <li>➤ Parents Evening: Career Choice with representatives from providers and careers specialists. <b>(GB3) (GB7)</b></li> <li>➤ Contact with young ambassadors e.g. alumni from universities, colleges, sixth form, special schools and colleges, apprentices/trainees/</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parents Evening: Career Choice with representatives from providers and careers specialists <b>(GB3) (GB7)</b></li> <li>➤ Work with local primary schools to provide a works experience mentoring opportunity for secondary students, to help with the development and use of</li> </ul>	

Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<p>employees, entrepreneurs sharing their career stories. <b>(GB5) (GB7)</b></p>	<p>employability skills. This will also act as a positive transition activity for KS2 pupils. <b>(GB5) (GB6)</b></p> <p>➤ Contact with young ambassadors e.g. alumni from; universities, colleges, sixth form, special schools and colleges. Apprentices, employees, entrepreneurs sharing their career stories. <b>(GB5) (GB7)</b></p>	
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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<b>Key Stage 4</b>	
<b>Year 10</b>	<b>Year 11</b>
Essential	Essential
<ul style="list-style-type: none"> <li>➤ A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. <b>(GB1)</b></li>   <li>➤ Personal guidance e.g. contact with an impartial and qualified careers adviser/ conversations with employers, employees. Students are aware of where to get help with career /option choices. <b>(GB2) (GB3) (GB8)</b></li>   <li>➤ Option choices e.g. a range of planned support for career destination routes. This may include assemblies, talks or projects to promote all progression route options available post 16 and how to access these progression routes. <b>(GB2) (GB3) (GB7) (GB8)</b></li>   <li>➤ Students and Parents to have access to labour market intelligence/information e.g. use of resources for assessing</li> </ul>	<ul style="list-style-type: none"> <li>➤ A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. <b>(GB1)</b></li>   <li>➤ Personal guidance e.g. contact with an impartial and qualified careers adviser/ conversations with employers, employees. Students are aware of where to get help with career /option choices. <b>(GB2) (GB3) (GB8)</b></li>   <li>➤ Option choices e.g. a range of planned support for career destination routes. This may include sector specific industries, occupational role guest speakers, visits to employers, WBL providers, colleges and universities to promote all progression route options available post 16 and how to access these progression routes.<b>(GB2) (GB3) (GB7) (GB8)</b></li> </ul>

Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<p>labour market trends including salaries, competition for jobs and career opportunities. <b>(GB2) (GB3)</b></p> <ul style="list-style-type: none"><li>➤ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours etc/ video resources. <b>(GB5) (GB6)</b></li><li>➤ Works experience placement/ activity totalling a minimum of 30 hours. <b>(GB2) (GB3) (GB5) (GB6)</b></li><li>➤ Work with local primary schools to provide a works experience mentoring opportunity for secondary students, to help with the development and use of employability skills. This will also act as a positive transition activity for KS2 pupils.<b>(GB2) (GB3) (GB5) (GB6)</b></li><li>➤ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges a business plan development, branding/ marketing. <b>(GB2) (GB3) (GB4) (GB5) (GB6)</b></li><li>➤ Parents Evening: Option Choice with representatives from providers and careers specialists. <b>(GB3) (GB7)</b></li></ul>	<ul style="list-style-type: none"><li>➤ Students and Parents to have access to labour market intelligence/information e.g. use of resources for assessing labour market trends including salaries, competition for jobs and career opportunities. <b>(GB2) (GB3)</b></li><li>➤ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours etc/ video resources. <b>(GB5) (GB6)</b></li><li>➤ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges a business plan development, branding/ marketing. <b>(GB2) (GB3) (GB4) (GB5) (GB6)</b></li><li>➤ Parents Evening: Option Choice with representatives from providers and careers specialists. <b>(GB3) (GB7)</b></li><li>➤ Up to date Curriculum Vitae (CV) and or digital profile based on developing and recording work experience in formal and informal learning detailing key employability skills used and developed. <b>(GB2) (GB3) (GB5)</b></li><li>➤ Attend Skills Shows or Careers Fair e.g.<ul style="list-style-type: none"><li>• Tees Valley Skills Event</li></ul></li></ul>
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Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<ul style="list-style-type: none"> <li>➤ Curriculum Vitae (CV) and or digital profile based on developing and recording work experience in formal and informal learning detailing key employability skills used and developed. <b>(GB2)(GB3) (GB5)</b></li>   <li>➤ At the end of Yr 10 a Mock interview with employers/ employees, careers specialists including mentors, advisers, coaches, enterprise advisers etc.<b>(GB2) (GB3) (GB5)</b></li>   <li>➤ Attend Skills Shows or Careers Fair e.g.             <ul style="list-style-type: none"> <li>• Tees Valley Skills Event</li> <li>• Tees Valley Big Bang</li> <li>• North East Skills Show</li> <li>• LA area Careers Events <b>(GB3) (GB5) (GB7) (GB8)</b></li> </ul> </li>   <li>➤ Achieve a Recognition Award e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc. <b>(GB3) (GB5) (GB6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Tees Valley Big Bang</li> <li>• North East Skills Show</li> <li>• LA area Careers Events <b>(GB3) (GB5) (GB7) (GB8)</b></li> </ul>
<p>Desirable</p>	<p>Desirable</p>
<ul style="list-style-type: none"> <li>➤ Contact with young ambassadors e.g. alumni from universities, colleges, sixth form, special schools and colleges,</li> </ul>	<ul style="list-style-type: none"> <li>➤ At the end of the autumn term Yr 11 Mock interview with employers/ employees, careers specialists including mentors, advisers, coaches, enterprise advisers etc. <b>(GB2) (GB3) (GB5)</b></li> </ul>

Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4

<p>apprentices/trainees/ supported interns, employees, entrepreneurs sharing their career stories. <b>(GB5) (GB7)</b></p>	<ul style="list-style-type: none"><li>➤ Work with local primary schools to provide a works experience mentoring opportunity for secondary students, to help with the development and use of employability skills. <b>(GB2) (GB3)(GB5) (GB6)</b></li><li>➤ Works experience placement/ activity totalling a minimum of 30 hours.<b>(GB2) (GB3)(GB5) (GB6) (GB5) (GB6)</b></li><li>➤ Contact with young ambassadors e.g. alumni from universities, colleges, sixth form, special schools and colleges, apprentices/trainees/ supported interns, employees, entrepreneurs sharing their career stories. <b>(GB5) (GB7)</b></li><li>➤ Achieve a Recognition Award e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc.<b>(GB3) (GB5) (GB6)</b></li></ul>
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**Example of Tees Valley Careers Framework for Schools for Key stages 3 and 4**