

**DERBYSHIRE COUNTY COUNCIL**

**CABINET**

**22nd January 2013**

**Report of the Strategic Director for Children and Younger Adults**

**CAREERS INFORMATION, ADVICE AND GUIDANCE  
SERVICES: A CHARGED SERVICE FOR SCHOOLS POST-  
SEPTEMBER 2013 (Education)**

**1. Purpose of the Report**

This report is seeking Cabinet approval to:

- Decommission the current universal careers guidance offer provided to schools via the Local Authority in accordance with the approval given by Cabinet to the recommendations in the report of 3<sup>rd</sup> April 2012.
- Develop a local authority charged service to support schools to deliver their statutory duty for the provision of universal careers guidance to their pupils.

**2. Information and Analysis**

**2.1. Background**

The Education Act 2011 removed the statutory responsibility of the local authority to provide a universal careers guidance service to all 14 – 16 year olds.

This responsibility was placed with schools and academies from September 2012<sup>1</sup> and a key element of their new statutory duty is *'to secure access to independent and impartial careers guidance for pupils in Years 9 – 11'*.

The Local Authority retains responsibility for a range of policy drivers and service provision in this area including the Raising of the Participation Age (RPA), the sufficiency planning for post-16

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<sup>1</sup> Cabinet approved a 'no change' transition year (Sept '12 – Sept '13) on 3<sup>rd</sup> April 2012

learning and most importantly, the provision of additional support and guidance for vulnerable school age learners and those who are not in education employment or training (NEET). How the Council continues to manage these responsibilities effectively will be subject to separate Cabinet report in 2013.

## **2.2. Definitions**

**Independent** is defined as external to schools.

**Impartial** is defined as showing no bias or favouritism towards a particular education or work option.<sup>2</sup>

## **2.3. Careers Information, Advice and Guidance**

‘Careers guidance is an essential component in preparing all young people at each pivotal stage of their lives for pre- and post-16 choices, and beyond. It must be responsive and tailored to need and age.’<sup>3</sup>

‘The increased complexity and competition in education and labour market means that most, if not all, young people would benefit from individual, face to face careers guidance to enable them to make informed decisions about future options based upon consideration of the wealth of information available from a range of sources and media.’<sup>4</sup>

Evidence presented to date highlights the importance of careers guidance and given CAYA department’s key strategic objective of ‘ensuring young people are ready for the world of work’ the authority should explore the development of a charged service to schools to ensure a joined up, outcome-focused approach that minimises the need for additional provision for vulnerable young people.

‘Effective careers guidance will play a considerable role in RPA strategies and in supporting vulnerable young people.’<sup>5</sup>

Quality careers guidance encourages young people to research all the options available, ensuring they are aware of how to plan for their learning journey and they are supported by careers guidance practitioners. This will ensure they are equipped with the tools to

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<sup>2</sup> Statutory guidance for head teachers, school staff, governing bodies and local authorities March 2012

<sup>3</sup> Hidden talents: examples of transition of careers guidance from local authorities to schools (LGA)

<sup>4</sup> Securing Independent Careers Guidance – A practical guide for Schools (DfE July 2013)

<sup>5</sup> Hidden talents: examples of transition of careers guidance from local authorities to schools (LGA)

make well informed choices post statutory school age. These choices will contribute to positive participation, which in turn will lead to the achievement and success of young people in employment and skills development. Employers will see the benefits as they will have access to well motivated employees including new apprentices, as will further/higher learning institutions that will have a higher proportion of students ready to excel in their learning journey.

#### **2.4. The options available to schools to offer independent and impartial advice and guidance**

The table below considers the options available to schools for securing the provision.

Options	Comment
a) Employing a professionally qualified dedicated careers teacher	<p>Would not be seen as accessing independent careers guidance so would still have to engage with external sources.</p> <p>Schools need to have a contingency plan for absence.</p> <p>Would require an integrated approach with the LA support for targeted and risk of NEET young people.</p>
b) Training a non-teaching member of staff	<p>As above.</p> <p>To train staff up to the required level will be time consuming and costly.</p>
c) Purchasing services from a Careers Guidance company	<p>Schools will have to quality assure the provision.</p> <p>Schools will need to ensure that all staff are suitably qualified.</p> <p>Would need to align with the provision of information advice guidance provided by the LA for the vulnerable learners.</p>
d) Purchasing services from a sole trader (eg ex Connexions Adviser)	<p>As above. Additionally:</p> <p>Schools would have to be confident in the</p>

	<p>continuous professional development that the adviser would need to access.</p> <p>Schools would need to have a contingency plan for absence.</p>
e) Purchasing services from the local authority	<p>Develops existing relationship.</p> <p>Facilitates integration of provision between universal and targeted service.</p> <p>Access to and knowledge of all other support services provided by the local authority.</p> <p>Additional benefits e.g. exam results support, destination support.</p>
f) signpost pupils to a web-based product	Cheap but insufficient for pupil needs and compliance with statutory school duties.
g) pool resources with other schools and tender for a provider	Could be linked to Learning Communities but requires effective coordination, procurement and contract management support.

## 2.5. Market Research (National and Local)

### National

All other local authorities in England have redesigned their careers offer from September 2012. Recently published research indicates that schools are using a variety of options available.

Despite statutory guidance some schools are seeking to fulfil their legal duty by employing their own careers professional or training a current member of staff, with no reference to external providers. In a number of cases use is being made of web and phone assisted advice, for example the National Careers Service website<sup>6</sup>. LA officers' advice is that neither of these approaches would be appropriate for Derbyshire's young people.

<sup>6</sup> Schools and Careers Guidance: A survey of the impact of the Education Act 2011 (September – October 2012) - Careers England

## **Local**

In Nottinghamshire some schools have purchased careers guidance services from the local authority owned Nottingham and Nottinghamshire Futures. In Staffordshire 80% of schools are purchasing careers guidance services from the local authority team or independent providers; and in Sheffield the local authority ex Connexions company, Sheffield Futures, is delivering charged careers guidance services to most of its 27 schools.

## **Costs**

A survey of costs of services offered by careers guidance providers (private and local authority) shows a varied range of prices between £180 and £400 a day, with an average of approximately £225.<sup>7</sup>

### **2.6. Consultation with Derbyshire schools and academies and Chamber of Commerce**

Consultation with all schools, headteachers and curriculum leaders for Careers Information, Advice and Guidance (CIAG) and the Chamber of Commerce has been carried out through the locality and learning community structures over the last year. The most recent consultation took place in October 2012 where schools were asked to comment on the services they would like to commission.

This consultation clearly indicates that there is a potential new market for a range of services that the local authority could provide.

Summary of feedback:

- Positive about the services they were currently receiving from the local authority careers advisers;
- In principle, preferred the option of purchasing careers guidance services in the future from the local authority;
- Acknowledged the importance of preparing young people better for the world of work and/or further education, as appropriate;
- Recognise the integrity that a local authority careers guidance service would have in terms of independence and more importantly, impartiality.

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<sup>7</sup> Hidden talents: examples of transition of careers guidance from local authorities to schools (LGA)

### **3. Proposal**

#### **3.1 Decommission the Existing Careers Guidance Service**

Currently the County Council provides careers services through the locality careers teams. The current cost for the 32 Careers Advisers and 7.4 Team Leaders is £1.5m per annum. Excluding the vulnerable young people costs, this equates to £1m to deliver universal careers services.

It is proposed to decommission the universal service as of 31<sup>st</sup> August 2013 and put in place a new service that is designed to be self-financing, thus saving the authority £1m per annum.

#### **3.2 Develop a charged service to schools and academies for the provision of careers guidance services**

Derbyshire County Council will design a charged service to provide quality careers guidance delivered by qualified careers advisers that will benefit young people in schools and academies, employers and the local authority.

The service will facilitate young people's pathways into appropriate learning, training, apprenticeships and subsequent employment; reducing the risk of drop out in further/higher education, and the waste of resources this entails, whilst improving labour market match and employability. The authority offer will maximise the potential of the county's young people, improving their readiness for work and providing a welcomed boost to the local economy.

Any local authority offer should be financially self-financing if savings above are to be realised. It will therefore be necessary to engage in contract negotiation with schools and academies and it is envisaged that this will be undertaken over a 6 week period. At the end of this period officers will assess the viability of the charged service and Members will receive a further report in this regard to consider. Clearly, if a charged service is not financially viable the local authority will not be in a position to be a provider in the market and schools and academies will need to consider some of the other options outlined above.

#### **3.3 Details of Local Authority Service Offer**

Previous consultation with schools and academies identified a range of activities that schools want to commission. The table below is a summary of services that could be purchased and would

complement the Careers Education programme that each school and academy will be delivering:

<b>Services for students</b>	<ul style="list-style-type: none"> <li>○ One to One guidance interviews</li> <li>○ One to One progress reviews</li> <li>○ Group work ~ <ul style="list-style-type: none"> <li>▪ Exploring careers</li> <li>▪ Careers planning</li> <li>▪ Post-16 pathways</li> <li>▪ Employability coaching</li> </ul> </li> <li>○ Drop in clinics</li> <li>○ Pre &amp; Post-16 Options discussions</li> </ul>
<b>Services for parents</b>	<ul style="list-style-type: none"> <li>○ Information Evenings</li> <li>○ Review days</li> <li>○ Consultation Evenings</li> </ul>
<b>Services for schools</b>	<ul style="list-style-type: none"> <li>○ Support for Careers library</li> <li>○ Recommendations for resources including on line resources</li> <li>○ Needs analysis for Careers Guidance requirements in school/academy</li> <li>○ Support for Matrix accreditation</li> <li>○ Tutor/Teacher training</li> </ul>

The key elements to the provision will be:

- Responsive to school needs;
- Responsive to employer needs;
- Bespoke to reflect the young people's needs.

### **3.4 The newly designed Careers Guidance offer will encompass:**

- Service that offers integrity in its independence and impartiality and this is recognised by schools and academies;
- Service accredited - Quality Kite mark, e.g. Matrix standard for Information Advice and Guidance;
- Universal careers guidance that will work alongside targeted support offered through Multi Agency Teams (MATs);
- Experienced and qualified workforce that complements the work of schools, colleges, training providers and the local community;

- Service that will seek feedback from all service users on local authority performance and value for money;
- Service that has an established tracking, monitoring and reporting process and process for identifying those with no clear pathway;
- An offer that complements RPA agenda by encouraging participation in pre and post-16 learning.

### **3.5 Principles of Charged Careers Packages**

- An annual subscription package based on a school day (6 hours) per week for 36 weeks;
- The content of the package will be agreed with the individual schools;
- Contracts will be based on an initial 3 year commitment and will run from the 1<sup>st</sup> September 2013 – schools and academies committing to a 3 year contract will be offered a 10% discount ;
- Charges to schools and academies will range from £225 to £300 per day. Academies will be charged the higher rate to reflect their differential funding which includes a share of local authority funded central costs via the DfE's LACSEG (Local Authority Central Services Equivalent Grant) arrangements. These costs continue to be retained centrally for schools and hence do not need to be recovered through traded service charges to schools.

## **4. Financial Considerations**

The careers guidance current budget spend on the universal offer is £1m which will need to be recovered through decommissioning the existing structure and developing a new charged service, subject to viability. The local authority retains statutory duty to support vulnerable young people and this will be delivered by targeted resource within the MATs, funded within the CAYA base budget.

## **5. Human Resources Considerations**

The service would be restructured in accordance with the Local Authority's Redundancy, Redeployment and Protection of Earnings Policy and would be the subject of a further cabinet report. If a charged service is deemed unviable then it is possible for the authority to also support the development of opportunities for social partnerships, employee mutuals, etc.



## **6. Legal and Human Rights Considerations**

The new legislative provisions implemented through the Education Act 2011 transfer the statutory duty to ensure that careers guidance is provided during the relevant phase of education to the governing bodies of schools. Therefore, the Council is no longer obliged to provide a Careers Information, Guidance and Advice Service to all schools as it is now for individual schools to determine how this service should be provided to their students. However, the Council does retain the statutory obligation to secure that all registered pupils at pupil referral units in its area are provided with careers guidance.

The extent and nature of the legal implications of decommissioning the existing service and developing a new service will depend on the form of the new service to be implemented. Therefore, Cabinet will be advised of the legal considerations, including any equality considerations, which must be taken into account within future reports detailing the proposals for the new service.

## **7. Other Considerations**

In preparing this report the relevance of the following factors has been considered: Prevention of Crime and Disorder, Equality of Opportunity, Health, Environmental, Property and Transport Considerations.

## **8. Background Papers**

- The Education Act 2011, “Duty to Secure Independent and impartial careers guidance for young people in schools - Statutory Guidance for Head Teachers, school staff, governing bodies and local authorities” - March 2012
- DCC Cabinet Paper – Local Authority pre-16 Careers Services 3<sup>rd</sup> April 2012
- DCC CABCO paper - Changes to Local Authority Careers Guidance responsibilities - 21<sup>st</sup> April 2011
- DCC Raising the Participation Age Strategy – Up to 18! April 2012
- DCC Corporate Charging Policy
- Derbyshire Youth Offer – Information Advice and Guidance Strategic Group Draft Terms of Reference
- Independent and Impartial Careers Guidance Services for Schools – A stakeholder (schools) consultation on local authority traded services. October 2012

- Gathering Evidence on the Positive Impact of effective Careers Education and Guidance/IAG – Careers England occasional paper October 2009
- Hidden talents: examples of transition of careers guidance from local authorities to schools (LGA)
- Securing Independent Careers Guidance – A practical guide for Schools (DfE July 2013)
- Schools and Careers Guidance: A survey of the impact of the Education Act 2011 (September – October 2012) - Careers England
- Consultation on extending access to independent careers guidance – summary of conclusions – (DfE/DfBIS November 2013)

**9. Key Decision**

Yes.

**10. Call-in**

Yes.

**11. Strategic Director's Recommendation**

It is recommended to decommission the existing careers guidance offer and redesign provision that provides a charged service to schools and academies.

Report back to Cabinet after the 6 week contract negotiation period to outline details of the newly redesigned service, subject to viability.

**Ian Thomas**  
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