



# Progression in Kent: Schools taking charge



How Kent's schools are delivering  
career education and guidance  
following the Education Act 2011

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(International Centre for Guidance Studies)



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## Disclaimer

This report has been prepared by the International Centre for Guidance Studies (iCeGS) for Kent County Council. iCeGS was commissioned to conduct an independent investigation into the implications of the Education Act 2011 for schools in Kent. The findings were gathered from schools and key stakeholders in Kent. The conclusions do not necessarily represent official Kent County Council policy.



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## Foreword

- **Patrick Leeson**  
Corporate Director for Education



Against a backdrop of low economic growth across the UK and rising youth unemployment, there is significant potential in Kent to do more to support young people to become work ready at 18. We can do this by enabling all young people to access realistic progression opportunities that support them to move into work and higher levels of learning.

- Research conducted on behalf of Kent County Council (KCC) suggests that 6.3% of Kent's 16-18 year olds are classed as NEET and 7.9% of 18-24 year olds are unemployed.<sup>1</sup> This makes Careers Education, Information, Advice and Guidance (CEIAG) for Kent's young people a high priority.

We are in the midst of sweeping changes to school and local authority responsibilities including the way CEIAG is delivered. From September 2012 schools will have the responsibility to deliver independent careers guidance for their students in years 9-11.

Local authorities have three main responsibilities, to:

- encourage, enable or assist young people's participation in education or training;
- assist the most vulnerable young people and those at risk of disengaging with education or work; and
- to track young people's participation until their 19th birthday.

Recent research by the Education and Employers' Taskforce<sup>2</sup> suggests that there are three main barriers to young people progressing into employment.

These are a lack of:

- 1 employability skills;
- 2 experience; and
- 3 contacts.

<sup>1</sup> See the Connexions report to the County Council (February 2012) and the Research and Evaluation Statistical Bulletin (April 2012).  
<sup>2</sup> Mann, A. (2012). It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults. Available from [http://www.educationandemployers.org/media/15052/its\\_who\\_you\\_meet\\_final\\_report.pdf](http://www.educationandemployers.org/media/15052/its_who_you_meet_final_report.pdf) [Accessed 14th May 2012].

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KCC's Skills and Employability team is working to transform the education and skills system in Kent so that it enables all young people in Kent at age 16, 17 or 18 to develop the skills, experience and contacts that they need to progress to high quality and appropriate work and learning pathways.

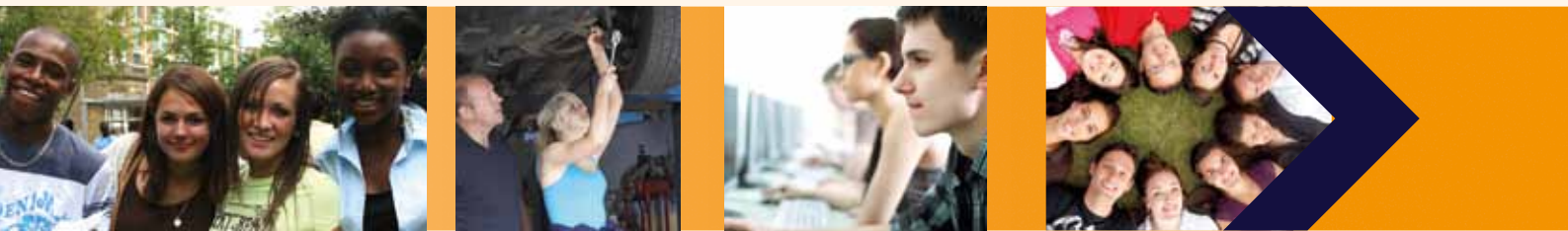
The team is working to:

- support schools and colleges in developing employability skills, self discipline and motivation, communication, working with others, resilience and perseverance;
- improve access to high quality information, advice and work experience and young people's understanding of the labour market and FE options;
- ensure more disadvantaged young people get good quality work experience and more support for progression towards further education and work;
- develop more high quality progression routes, including work based learning, to help more young people make the transition from full time education to work;
- expand apprenticeship programmes and other vocational options that lead more directly to work in the Kent economy;
- develop employer engagement in education, more opportunities for young people to have contact with, and careers advice from employers; and
- improve 16-24 learning and employment opportunities for young people with learning difficulties and disabilities.

Support for vulnerable learners will continue in its current form until March 2013. There is currently a consultation that will report to the Education Committee about what services will look like beyond that date. Providing more effective targeted support for vulnerable young people is essential and the consultation will provide schools with an opportunity to explore how this provision develops.

This report includes examples of how schools are responding to their new duties and working to support students to develop the skills, experience and contacts that they will need. It also sets out how Kent County Council supports all schools to discharge their responsibilities as they prepare to deliver independent careers guidance for their students.

**Patrick Leeson** Corporate Director for Education



## 1 Understanding the changing context for pupil progression

- Good schools have always been about much more than preparing their pupils for exams. Of course it is important that schools ensure that young people fulfil their academic potential, but it is equally important that pupils leave school ready for the next stage of their life. Schools cannot ignore the destinations of their learners, but rather need to be places where young people learn about and prepare for their life, learning and work.

There is strong commitment to supporting pupil progression in Kent's schools. The thriving Kent Careers Education, Information and Guidance (CEIAG) Networks and the 92 schools that have received a green rating in the CEIAG health checks indicate the excellent practice that exists in this area across the county. This provides an excellent base for schools in the county to build on as they go forward.

The education system is being transformed by the policy of raising the participation age. The Education and Skills Act 2008 requires young people to stay within education or training until the end of the academic year in which students turn 17 from 2013 and until their 18th birthday from 2015. The raising of the participation age presents a number of challenges for careers education and information, advice and guidance which many schools are still in the process of working through. However, more recently the Education Act 2011 has made a number of important changes including shifting responsibility for the provision of careers guidance to schools at the same time as the Government has increased the focus on pupil progression through the introduction of a new destination measure.

The act specifies that schools now have responsibility for securing "independent careers guidance" for years 9-11 (although this may be extended in 2013 from year 8 until 18). However this new responsibility comes in a period when Connexions Services are changing and when the government is introducing a new destination measure to hold schools to account for the progression of their pupils. Consequently the implications for schools are likely to go beyond simply sourcing careers advice for pupils.

## School autonomy

- The current government has made a strong assertion that head teachers should have a high level of autonomy to run their school in the way that they see fit, rather than in a way detailed by government.

*"All these changes have been possible because we have been resolute in our commitment to spreading autonomy - from the introduction of the Academies Bill within our first few days in office, to the way we're continually reducing constraints and burdens on schools. We're doing all this because we believe - and the evidence confirms - that the best way to create a school system capable of adapting and responding to the challenges of the 21st century is by giving great teachers and heads real power."*

Michael Gove - Speech to the Schools Network 1st December 2011

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The government seeks to judge their performance using output measures such as exam performance and pupil destinations. Putting it simply the government wants to see high performing schools that allow pupils to progress to positive education and employment destinations. Schools are now freer than they have been in recent memory to come up with their own approach to achieving these goals.

## Government guidance

- **The changes in schools' responsibilities around careers and progression are substantial and the government provides this guidance for schools.**

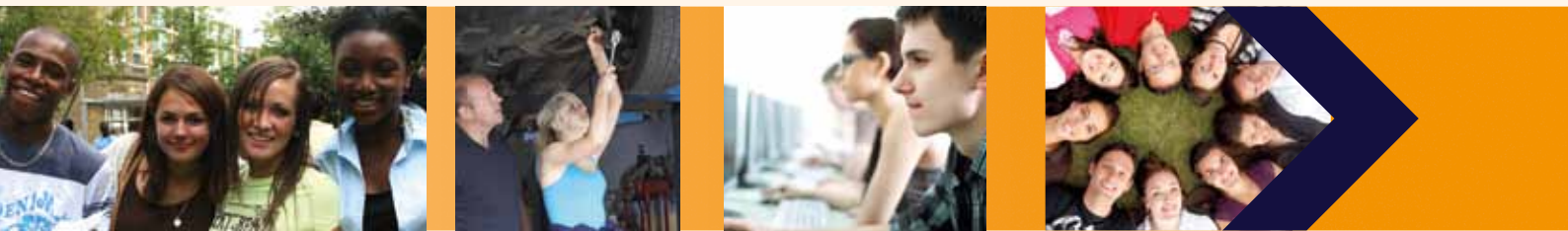
The Statutory Guidance for Head Teachers, School Staff, Governing Bodies and Local Authorities makes the following main points.

- Schools have a duty to secure access to independent and impartial careers guidance for pupils from years 9 to 11 from September 2012.
- Schools are free to meet this duty in the way that they see fit, but should secure some services from an external (outside of the school) source and ensure that it includes information on all education, training and work-based options.
- Local authorities will still have a responsibility to provide support services for vulnerable young people, but will no longer have to provide a universal service. They also have a responsibility to encourage, enable and assist young people to participate in education and training.
- Young people will have access to online and telephone support from the National Careers Service.
- Schools should consider offering a wider range of careers activities and including contributions from employers.
- Schools have a responsibility to act impartially and to recognise that some pupils may progress more effectively in a context other than the school. Consequently it is important that schools build relationships with a range of other education providers.

There is more detail in the guidance document itself. The guidance is only four pages and is straightforward to read. Links are given to this and other resources at the end of this section.

The government is also undertaking a consultation on extending the duty to secure access to independent and impartial careers guidance down to year 8 and up to the age of 18. The consultation runs until 1st August 2012 and the new duty that emerges will be put in place from September 2013.





## The destination measure

- The destination measure is likely to become a key metric which is used to measure the performance of schools. From July 2012 the measure will examine the destinations of both Key Stage 4 and Key Stage 5 students and will initially seek to establish the percentage of pupils progressing to further learning in a school, Further Education or 6th form college, apprenticeship or Higher Education institution.
  - The **Key Stage 4** measure will be based on activity at age 16 (i.e. the year after the young person left compulsory schooling).
  - The **Key Stage 5** (16-18) measure will be based on activity in the year after age 18.

The measures will be based on participation in all of the first two terms (defined as October to March) of the year after the young person left the institution. This approach is designed to encourage institutions to support and prepare their students to progress to a destination in which they will be successful. From Spring 2013 the destination measure will also begin to examine employment destinations.

Schools are not expected to track students' themselves, however, they are expected to provide relevant information and to support the local authority in this tracking.

## Ofsted

- Ofsted is currently undertaking a thematic review of careers guidance that will report in summer 2013.

Ofsted inspections will consider the extent to which pupils have gained: 'a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.'

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## Where next for schools?

- Schools have been asked to take on new responsibilities around careers and progression. These new responsibilities follow a period when there has been considerable change in the infrastructure that supports this area with the disappearance of many services provided by Connexions, Aimhigher, Education Business Partnerships and the Lifelong Learning Networks.

This publication therefore aims to provide schools with real case studies and practical tools that can aid thinking in this area and ensure that schools in Kent continue to deliver excellent career education and progression support for all their pupils.

## Further resources

- The Statutory Guidance for Head Teachers, School Staff, Governing Bodies and Local Authorities.  
<http://media.education.gov.uk/assets/files/pdf/s/statutory%20guidance%20for%20schools%20on%20careers%20guidance.pdf>
- Consultation on extending the age range for careers guidance for schools, sixth form colleges and further education institutions.  
<http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1830&external=no&menu=1>
- The National Careers Service  
<https://nationalcareersservice.direct.gov.uk/>
- A Policy Commentary by Professor Tony Watts on the Statutory Guidance  
<http://www.careersengland.org.uk/documents/Public/Policy%20Commentary%2016%20for%20publication%2026.3.12.pdf>



## 2 Education and employment in Kent

- Kent is a large and complex county. It is at once urban, sub-urban, rural and coastal and has a huge variety of forms of work and learning. Kent also has a diverse mix of sectors and consequently a complex employment profile. Furthermore the county has a wide range of learning providers including four universities. Given this complex mix it is unsurprising that mapping out progression routes can be a challenging undertaking for young people and the people who support them.

The number of young people in employment in Kent has fallen steadily since 2008. Increasingly young people are remaining in the education system for longer, something that will be formalised through current plans to raise the participation age. It is concerning that those young people who are not in employment, education or training in Kent has risen by over 2% since 2008.

People in Kent generally have lower levels of qualifications than in the rest of the South East of England and are less likely to work in occupations that require higher levels of qualification. This has been identified by Kent County Council as a contributor to fact that Kent has lagged behind the rest of the South East in the development of higher value knowledge-based industries. In essence this means that there are strong reasons to believe that the county's economic development is bound up with the ability of its learning providers to facilitate young people to progress positively through the education and employment systems.

*“Youth unemployment is high at the moment. We need to address that fact but also to work with the students who are in the pipeline. We need to get them work ready and make sure that they have got the right employability skills.”*

Jo James - Invicta Chamber of Commerce

## Post-16 learning in Kent

- Across Kent there is a substantial and diverse post-16 offer available at schools, colleges and work based training providers. However many young people are still choosing to look for employment at 16, 17 and 18 despite rising youth unemployment. Many of these learning providers are also providing learning opportunities for both the immediate post-18 learners and the wider adult learning market.

There is therefore a wide range of options for learners and increasingly these are becoming more integrated with employment options. The imminent raising of the participation age requires the county's learning providers to engage with these issues in a way that enables young people to develop an understanding of the range of options and to think through what is the most appropriate route for them.

*“Schools serving low progression neighbourhoods can be pressed to focus inwards. It is important to them that they keep their relationships with universities alive so that students with potential have access to the support that is available to help them to progress.”*

Felicity Dunworth - Kent and Medway Progression Federation

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## Employment in Kent

- Employment in Kent is also highly diverse as well as strongly influenced by the part of the county in which you live. Overall the county's largest employment sector is wholesale and retail trade. However, real estate, renting and business activities; education; health and social work; and the public sector are also major employers. However, the story is likely to be more complex as you focus in on particular parts of the county.

The county has a number of large employers who range from the model and toy company Hornby to the British Nuclear Group, Sheperd Neame, Parker Steel and the P&O Stena Line. However, over 98% of the county's 50,000 businesses have fewer than 100 employees. Schools therefore need to be preparing young people to enter a dynamic labour market in which they are likely to pursue their career across a number of different organisations.

Having access to good local labour market information is therefore important in enabling young people to make wise decisions about their potential for employment within their locality. Of course commuting and more long-term forms of mobility are also an important part of working life in Kent. Everyday many people in the east of the county travel west to work, while those in the west frequently travel to work in London. The proximity of France and the continent also raise the possibility of various forms of international commuting.

*“Schools aren't providing the skills that employers really need. Schools need to develop their curriculums and to be more aware of the local economy. Very few young people understand what businesses actually do and that worries me.”*

Peter Hobbs (Kent Channel Chamber of Commerce)

## Further resources

- LMI Future Trends (National) <http://www.guidance-research.org/future-trends>
- Kent and Medway Progression Federation; Hall Place Enterprise Centre, Harbledown, Canterbury CT2 9AG. **01227 782565**.
- Kent focused LMI is available from the County Council.

The following three documents provide some good overviews:

The State of the Kent Economy <https://shareweb.kent.gov.uk/Documents/facts-and-figures/Economy/State-of-the-Kent-economy-2012-February.pdf>

Information on Businesses in Kent <https://shareweb.kent.gov.uk/Documents/facts-and-figures/Economy/uk-business-survey-2011.pdf>

Quarterly Labour Force Bulletin <https://shareweb.kent.gov.uk/Documents/facts-and-figures/Economy/labour-force-profile-april2012.pdf>



### 3 Support for schools

- Schools have the core responsibility for ensuring that students make positive progressions. There is an expectation that schools should guarantee access to information about a wide range of learning and work options and work with external organisations where appropriate.

It is possible to make a distinction between three different types of external support that schools may wish to source.

- 1 Providers** These sources of support are available to the school for free usually from Kent County Council.
- 2 Partners** These sources of support are also usually available for free but they are based around the identification of some mutual interest between the school and the partner.
- 3 Suppliers** These are sources of support where the full cost of the support is met by the school.

This section will set out some of the organisations and resources that are available within the county for schools to use in the provision of career and progression support. Schools have accountability for students' progression and need to create whatever programmes and interventions they deem necessary to ensure that students achieve positive destinations. Consequently schools need to take responsibility for designing their own programmes and then reaching out to providers, partners and suppliers to source the services that they need to deliver these programmes.

### KentChoices4U

- A key resource that is provided by Kent County Council to aid schools in supporting and managing student progressions is the KentChoices4U website.

**6th Forms, Colleges, Apprenticeships... in Kent**

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**Students**

- What I need to know
- Careers
- Search/Apply for courses
- Special/additional need

Find out more

**Parents**

- How you can help
- What I need to know
- Where to get advice
- Special/additional needs

Find out more

**Professionals**

- Supporting students
- Using Kentchoices4u
- Resources
- Conference documentation

Find out more

Apply for courses

**News**

Click here to download conference/briefing documents.

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**KentChoices4U** is a large and well-used area wide prospectus which has information about over 10,000 courses and 250 learning providers for post 16 learning opportunities. Last year there were over 13,000 active Year 11 students using the site to research and apply for their courses. This year usage is considerably ahead of the same time last year and expanding to include other year groups and people from outside the county.

This website currently offers an information portal and common application process for post-16 learning choices. From autumn 2012 the site will grow to become a county careers hub that offers access to a much wider range of careers information and online services. Ultimately schools will be able to use the site to create dedicated careers hubs for their own students. Alongside this students will have access to an e-portfolio that will help them to record and manage their career exploration and progression within and beyond the school system.

## Providers

- **Kent's schools will still be able to draw on a range of freely provided resources and services. Kent Country Council will be providing further details on these services as they emerge.**

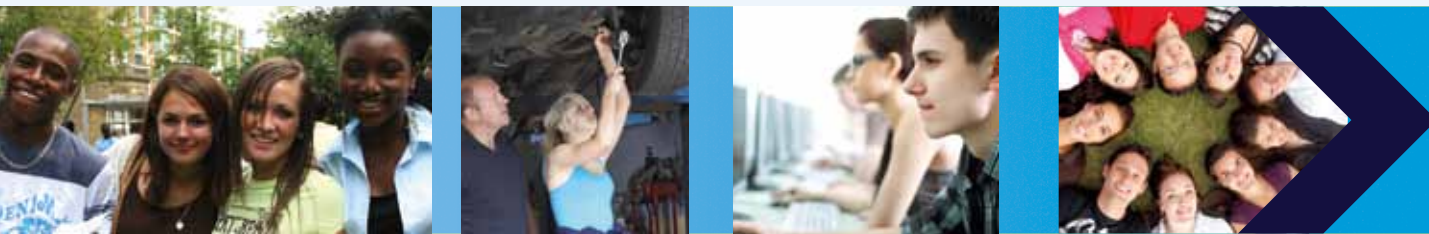
A key part of the service offer will be organised under the KentChoices4U brand and will include the website, magazine, a live event, a radio roadshow and master classes. These master classes are for 14-19 year olds and are sector based and supported by employers e.g. Wind Farm Challenge with Dong Energy. The County Council will also provide some key publications, briefings and events for schools as well as continuing to maintain the CEIAG Networks. For vulnerable young people the existing offer will continue until March 31st 2013. There will be a consultation to examine how provision for vulnerable young people should be shaped from April 2013.

*“The mission of the Skills and Employability Team is to ensure that, by 2015, all young people in Kent will be able to access education and training that is appropriate to their needs and relevant to the local and national economy. They will all follow a learning pathway that will enable them to progress to employment with training or higher levels of learning.”*

Sue Dunn - Head of the Skills and Employability Service

## Partners

- **Schools also have the opportunity to build partnerships with other organisations for mutual benefit. Many organisations that seek to work with schools around the progression of young people will be likely to be involved in offering possible destinations for those young people. In some cases these will be organisations (colleges, employers etc.) who are seeking to directly recruit young people.**



*“ Schools need to learn that employers are busy people. If you have seven phone calls from seven schools it is frustrating. Schools need to work with intermediaries like the Chambers of Commerce.”*

Peter Hobbs – Kent Channel Chamber of Commerce

Schools clearly have a responsibility to facilitate young people in learning about the full range of options that are available to them. In order to achieve this schools are likely to need to reach out and engage different kinds of partners. Partners will clearly have their own reasons for engaging with schools and in some cases will clearly be seeking to promote their own provision. In other cases education and training providers have created intermediaries such as the Kent and Medway Progression Federation who support progression to higher education or the Apprenticeship Information Ambassador Service who support progression to work-based learning .

*“ It is a very confusing landscape for schools. They need to understand the range of work-based options that are available. There are intermediate, advanced and higher apprenticeships offered in a diverse range of subjects including things like Accounting and Policing. Schools can use the Apprenticeship Information Ambassador Service to help inform their students and staff about the range of options available...”*

Lindsay Jardine – Kent Association of Training Organisations (KATO)

The challenge for schools is in creating an environment within which students can engage with the valuable information and inspiration that can be provided by an external partner and in encouraging young people to think about the nature of the organisation that they are hearing from and being prepared to think critically about them.

## Suppliers

- The new statutory guidance emphasises the importance of the provision of external, independent and impartial advice and guidance. In the past this kind of service would have been delivered by Connexions. Schools have a duty to procure independent and impartial advice and guidance from an external supplier.

*“ Schools need to be clear about what they are buying when they are procuring services. They need to decide whether they are just buying advice and guidance or a wider range of services, ascertain what the credentials of the supplier are and consider their knowledge about the local area. It is important to focus on quality of service, rather than just price.”*

Rebecca Towner – CXK

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It is also important to note that the new legislation is an enabling framework which supports schools to drive their provision in the direction that works best for their students. This might mean that schools look to different kinds of suppliers to deliver a wide range of career education and progression support. This might include providers of experiential career learning programmes, mentoring schemes, interactive websites, e-portfolios and virtual learning environments as well as more conventional career education and guidance.

*“Young people don't tend to know much about the range of opportunities that are available to them. We also find that they haven't developed sufficient work skills by the time they are actually moving into employment. The Young Chamber programme offers schools a really good model for learning about the labour market and building up their work skills.”*

Jo James - Invicta Chamber of Commerce

## Further information

- KentChoices4U  
<http://www.kentchoices4u.com/>
- Kent Apprenticeships  
<http://www.kentpprenticeships.com>
- Apprenticeship Information Ambassadors  
<http://www.apprenticeshipinformationambassadors>
- Young Chamber  
<http://www.kentinvictachamber.co.uk/membership/membership-benefits/young-chamber/>  
or <http://www.youngchamber.com/>





## 4 How Kent's schools are ensuring positive progression

- The next section of this publication sets out a series of case studies from schools in Kent. These case studies showcase the approaches that are being taken by different schools to ensure that their students are well supported to progress in the future.

This section draws together some of the main approaches that are being used or developed by schools in Kent to ensure high quality careers education and progression support.

### Senior management commitment to careers

- Where schools have strong senior management commitment to a careers education and guidance programme they seem to manage the transition more effectively.

*“We have strong senior management commitment to our careers programme. We have consciously tried to move the school from good to outstanding in this area and have made strategic decisions in the school to achieve this. As a result of this we feel confident that we are able to continue to deliver an outstanding programme despite changes in the Connexions provision.”*

Paul Smith – Maidstone Grammar School

### A school-based careers co-ordinator

- Many schools already have a named careers co-ordinator with dedicated time available for addressing the kinds of issues raised in this publication. In some cases schools are increasing the amount of time/resources that their careers co-ordinators have to compensate for the loss of some of the support that previously came from Connexions. There has traditionally been a distinction between careers advisers (who were generally external and focused on the delivery of advice and guidance) and careers co-ordinators (who were generally internal and focused on the delivery of career education). In some schools this distinction seems to be being blurred and reframed in a number of ways.

*“I am a qualified careers professional employed as the school's Careers Progression Mentor. From next year I will be focusing the majority of my time on supporting students' careers and progression. I will be delivering advice and guidance to years 9, 10 and 11 and then co-ordinating an external advice and guidance provider for intensive support and year 12 learners.”*

Kay Keyte – Castle Community College

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## Commitment to careers education

- Careers education has the potential to develop students' ability to self-serve and to make wise and strategic use of career guidance. Many schools in Kent have developed strong programmes of careers education that seek to develop students' career management skills throughout their school lives. At the core of many of the schools' programmes is the Kent CEIAG Framework<sup>3</sup> which sets out a detailed approach to the design and delivery of careers programmes.

*“We provide a strong careers education programme that goes from year 7 to year 13. Each year focuses on a different theme moving from personal development, to options choices, to labour market awareness, to University visits, work experience and post-18 options. The careers education programme supports and informs students' participation in the advice and guidance and work-related learning.”*

Alison Rivers - Valley Invicta Academies Trust

## Combining related responsibilities together

- Schools have always undertaken a wide range of activities to support learners to think about their futures. In some schools these have been organised as a series of discrete streams of activity (careers education, PSHE, work-related learning/work experience and UCAS). A number of schools are seeing value in managing these streams together to make the most of the synergies between them.

*“I am the Careers and Business Partnership Manager. I have responsibility for overseeing our careers programme. This means managing the careers education, work experience and UCAS activities, liaising with PSHE teachers and working with careers providers, the local colleges and other external providers to ensure the best outcomes for our students.”*

David Wallace - Hillview School

## Targeting

- Given the reduction in external resources schools may conclude that they either cannot provide the same level of service or that they wish to provide a greater level of service internally. Consequently some schools are exploring ways to target resources and external resources in particular onto those students who most need it. Schools are taking different approaches to targeting with some based on year groups, some using criteria of vulnerability or need and others targeting services towards students who are about to make a transition.

<sup>3</sup> The Kent CEIAG Framework is available to download online at <https://shareweb.kent.gov.uk/Documents/kent-choices/Docs/CEIAG%20Framework%20Version%204%20-%201st%20November.doc>



*“Schools have got lots of information about their students which they can use for targeting. It is not that hard to work out who might benefit from a little extra support. We will refine our targeting by looking at the students who are performing at an academically lower level and ensure that in addition to advice and guidance we also engage them with the local colleges earlier on.”*

David Wallace - Hillview School

## Collaboration

- Given an overall reduction in external resources some schools may decide to work together in a consortium, federation or other structure. There are a wide range of ways in which schools might choose to work together ranging from sharing staff and resources to collectively negotiating with external providers to get a better deal to simply sharing knowledge and approaches.

In addition to collaborations with other schools some schools are building closer partnerships with employers and other learning providers as part of a strategy to manage progression more effectively.

*“Our Consortium has provided a vehicle for schools to think about what they want in the new situation. We will be negotiating with external providers together, but schools will still be contracting the services that they need for their students individually.”*

Jean Brotherson - Gravesham Consortium

## Contracting in appropriate external provision

- The statutory guidance sets out schools' duty to secure access to independent and impartial careers guidance. All schools spoken to in this research are securing some external career guidance. However, they are tailoring the extent, nature, level of targeting and source of this guidance to their own needs and resource constraints. The services that are being secured range from a direct continuation of what the school received under Connexions to a highly targeted referral service designed to deal with a handful of students who cannot be supported from within the school.

*“I think it is important that we are able to bring in an external provider to offer career guidance. The more people student's can engage with from the wider community the better able they will be to make positive choices about their lives. I meet with all students from Year 9 and 11 and then refer students for further guidance especially if they do not feel that an academic sixth form is for them or are very unclear about their direction. For our school that isn't a great many people, but it is important that it is there for those that need it.”*

Victoria Cork - Maidstone Grammar School for Girls

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## 5 Case studies

- **Brockhill Park Performing Arts College** is a mixed 11-18 academy with a focus in the performing arts. The school has around 1400 students who are drawn from a wide area.
- **Castle Community College** in Deal is a 12-19 school that is rated as Outstanding by Ofsted. The school has over 700 students.
- **Gravesham 14-19 Consortium** is a diverse consortium of schools in Gravesham comprising of Gravesend Grammar School, Ifield School, Mayfield Grammar School, Meopham School, Northfleet School for Girls, Northfleet Technology College, Saint George's C of E School, St John's RC Comprehensive School, Swan Valley School, Thamesview School and NWK College.
- **Hillview School for Girls** in Tonbridge is an 11-18 girls school with a co-educational sixth form. The school is a non-selective state school which is regularly over-subscribed at both 11 and 16.
- **Maidstone Grammar** is a selective boys' school with a co-educational sixth form. The school has 1260 students.
- **Maidstone Grammar School for Girls** is a local authority selective girls grammar school with a popular co-educational sixth form. The school has around 1300 students with the majority of the school's students staying on to study in the sixth form before progressing into higher education.
- **Mascalls School** is a large mixed comprehensive with around 1500 students. The school is 11-19 with around half of the total intake remaining within the school into the sixth form.
- **Simon Langton Girls' Grammar School** in Canterbury is a selective girls' school with a co-educational sixth form. The school has around 1200 students of whom most stay on into the sixth form and then progress to higher education.
- **Swadelands School** is an 11-18 high school with a growing sixth form. The school is a specialist sports college with around 800 students.
- **The Valley Invicta Academies Trust** is comprised of two schools Invicta Grammar School and Valley Park School. Invicta is a girls grammar school with a co-educational sixth form and a specialism in Enterprise and Internationalism while Valley Park is a mixed high school with a growing sixth form and a specialism in performing arts. There is some movement of students between the two schools in the sixth form enabling students to access a broader range of post 16 options.



## Brockhill Park Performing Arts College

Brockhill Park Performing Arts College is a mixed 11-18 academy with a focus in the performing arts. The school has around 1400 students who are drawn from a wide area. The school has recently become a provider of apprenticeships and is offering a wide range of opportunities ranging from land management, to retail, to teaching.

The school offers a strong careers and work-related learning programme and employs a part-time Guidance Manager and a part-time Work-Related Learning co-ordinator to support this activity. Careers education is mainly delivered through the Citizenship curriculum, but is also supplemented through a range of one-day work-related learning activities, visits and talks. Currently the school works closely with Connexions who provide two advisers, two days a week to deliver careers advice and guidance. The school has Investors in Career level two and is working towards level three.

### Preparing for change

Strengths	Weaknesses
The school has a focus on students' progression. The development of the school's new apprenticeship route alongside existing initiatives means that there is a strong understanding that students need appropriate progression routes and need to be supported at they move towards them.	Because the school offers a wide range of opportunities there can be a tendency to think that the school can do it all. This means that the school values the provision of impartial career guidance as a way of offering this external perspective.
Opportunities	Threats
The school is currently in the process of embedding career and employability development within subject specific curricula. This has proved to be fertile ground and is an area that the school will continue to develop.	The need to re-organise provision in time for September means that the school is on a tight timescale. The school was waiting until the new Statutory Guidance emerged before putting in place its new arrangements to ensure that they meet what the government expects of schools.

### New approach

The school has invested in developing its careers provision and progression support over a number of years. This focus will not be changed by the current policy developments. However, the school has utilised considerable resource from Connexions for the provision of advice and guidance. The school is currently exploring various options both alone and in partnership with other local schools as to how external impartial guidance might be delivered. The school is likely to use the Guidance Manager to deliver a greater amount of advice internally possibly through group sessions and will use these sessions to identify students who might benefit from the provision of external career guidance.

### Key innovations

- The school has created an Employability Passport to encourage students to reflect on the employability skills that they are developing across the curriculum. This has also had the effect of engaging subject based teachers in the delivery of careers and employability support.
- The school has developed Apprenticeship provision on site to provide a progression route for those students who are unlikely to follow conventional pathways.



## Castle Community College

Castle Community College in Deal is a 12-19 school that is rated as Outstanding by Ofsted. The school has over 700 students.

The school runs a broad careers programme that begins in year 7 and goes through to year 13. The programme includes advice and guidance interviews, a careers education programme delivered as part of the PSHE curriculum and a range of work experience and higher education visits. In the past the school has had a contract with Connexions. The programme is co-ordinated by the school's Careers Progression Mentor who is a qualified careers professional. The school holds Investors in Careers and has had green CEIAG Health Check status for 3 years running.

### Preparing for change

Strengths	Weaknesses
<p>The senior leadership team are supportive of the careers programme and actively engaged in its development.</p> <p>Having a qualified Careers Progression Mentor in place provides a resource to continue to develop the programme in the light of changes.</p>	<p>Going forward there is likely to be less time and resources than would be optimal to deliver a universal programme. The school is going to need to be creative to make the resourcing levels work.</p> <p>The programme is highly dependent on one individual.</p>
Opportunities	Threats
<p>The school has good external relationships with colleges, HEIs and employers which it hopes to build on.</p> <p>The school has a good database of ex-students who it would like to re-engage with as part of the careers programme.</p>	<p>There are some wider changes to the curriculum that may impact on the careers programme. In particular it is possible that the school will have to reduce its vocational offer and that PSHE may be lost in some years.</p> <p>The potential loss of the relationship with Connexions could endanger the schools county-wide networks and information sources.</p>

### New approach

As soon as it became clear that there were going to be changes the school's Careers Progression Mentor engaged the leadership team and governors in thinking about what kind of careers programme they wanted going forward. The school will continue to deliver a very similar programme and will manage it largely by freeing up the Careers Progression Mentor to deliver more of the advice and guidance interviews previously delivered by Connexions. The former Connexions provider will be procured to undertake interviews for all learners in years 12 and 13 to provide an external perspective, and be available at Academic Review Days to allow Year 9 and 11 students' access if required. The school is also working with parents, learning providers and employers and FE and HE establishments as part of the new programme.

### Key innovations

- The school has created an internal student tracking database that enables monitoring of student engagement with the careers programme and records students' destinations. There are plans to use this to re-engage ex-students in the careers programme of the school.
- The school is setting up service level agreements with local universities and colleges to ensure that students receive careers input and information from a wide range of learning providers.
- The school will continue to run an internal careers fair as this provides a vehicle for employer engagement and offers an experience which is tailored to the needs of the school's students.



## Gravesham 14-19 Consortium

Gravesham 14-19 is a diverse consortium of schools in Gravesham comprising of Gravesend Grammar School, Ifield School, Mayfield Grammar School, Meopham School, Northfleet School for Girls, Northfleet Technology College, Saint George's C of E School, St John's RC Comprehensive School, Swan Valley School, Thamesview School and NWK College.

The Consortium provides a vehicle for collaboration between members and enables the exchange of information and practice around areas of shared interest. One area in which the Consortium has been particularly effective is in facilitating the development of communities of practice around careers work and work-related learning.

Careers practice in the schools within the Gravesham 14-19 Consortium is diverse and particular to the needs of each school. The Consortium's working groups on careers and work-related learning have not sought to develop a single type of provision but have rather used the groups to share information and to stimulate thinking around careers issues. One area where this worked well was around schools seeking Investors in Careers. All schools within the consortium have a named careers co-ordinator and have always worked closely with the Connexions service.

### Preparing for change

Strengths	Weaknesses
<p>The consortium structure provides a strong platform for developing a new strategy for careers work.</p> <p>The schools all have careers co-ordinators who have a history of working together.</p>	<p>The level of active collaboration around delivery has been fairly low. Schools share information and approaches but have not really had to share resources or expertise. This remains as work in progress.</p>
Opportunities	Threats
<p>The opportunity for greater co-operation going forward offers all of the Consortium schools the possibility of gaining access to a greater spread of skills, resources and economies of scale.</p>	<p>It can be a challenge to align the practice of a wide range of different schools around common objectives.</p>

### New approach

The Consortium provided a vehicle for schools to understand and plan for the changes that are needed for CEIAG to thrive in the new environment. All of the schools remain committed to ensuring an equivalent level of careers provision despite the changes in resource. Each school will be developing its own approach and using the Consortium as a sounding board for this. The Consortium as a whole will seek to procure services collectively to get a better deal for schools although each school will continue to arrange the details of the provision that they need with the external provider. The Consortium is also looking at others ways that schools can collaborate around the delivery of services to mutual benefit.

### Key innovations

- The Consortium's decision to collectively procure services provides its schools with a much stronger position when dealing with external providers.



## Hillview School for Girls

Hillview School for Girls in Tonbridge is an 11-18 girls schools with a co-educational sixth form. The school is a non-selective state school which is regularly over-subscribed at both 11 and 16. Students are highly diverse and have a range of different career journeys once they leave the school. However, around 70% of students stay on into the sixth form with most of the rest going on to one of the local colleges. The school has almost no students leaving without an education or employment destination.

The school's senior management has been very supportive of the careers programme and has appointed a Careers and Business Partnership Manager to lead activity around careers, work-related learning and learner progression. The Careers and Business Partnership Manager has worked closely with Connexions advisers and with the schools' teaching staff to offer a strong and supportive environment for students' career thinking. All students are seen regularly by a member of senior staff from year 8 onwards to discuss their ideas and options with those in need of further support being directed to Connexions. All students can make an appointment with Connexions if they wish. Alongside the advice and guidance the school also runs an extensive career education programme as part of students' weekly Personal Development Learning.

The school has been awarded Investors in Careers.

### Preparing for change

Strengths	Weaknesses
Strong senior management buy-in and the commitment to maintain a school-based Careers and Business Partnership Manager.	Given the school's existing commitments to careers and progression there is a lack of further budget flexibility.
Opportunities	Threats
The school has been building closer relationships with local colleges and work-based learning providers and hopes to continue to develop this in the future.	Concerns about the viability of sourcing good quality external careers provision on a limited (i.e. not year round) basis.

### New approach

Hillview School remains committed to the delivery of high quality careers provision. The embedded career education programme will continue as will the school provided information and advice. The school recognises that it is likely to be difficult to continue to deliver externally provided advice and guidance at the same level as is currently the case. However, the commitment to provide external advice and guidance especially to those who most need it remains and will be combined with a revised targeting approach. Alongside this targeted external support the school will also continue to develop its relationship with other learning providers, especially the local colleges.

### Key innovations

- The development of a robust targeting approach based around the school's existing student information will help the school to direct external support to those who are most clearly in need of it.
- The development of a closer working relationship with local colleges and other learning providers to help support learners progression.





## Maidstone Grammar School

Maidstone Grammar is a selective boys' school with a co-educational sixth form. The school has 1260 students. The school offers a three year key stage 4 which includes a requirement to take a practical or vocational course (e.g. business studies, leisure and tourism, DT, computing etc). As well as the more usual academic options. Work shadowing is also a compulsory activity in Year 10 and Year 12. This requirement has been developed to encourage critical thinking and a broader perspective on the world of work. The school offers an A level programme in the sixth form with most students remaining in the school to take this.

The school revamped its careers programme around two years ago through the recruitment of a Careers and Enterprise Manager who oversees the programme and liaises with employers and Connexions staff, and the development of a series of long block sessions which take pupils off of the timetable for a day or number of days to undertake career focused experiential learning. The new programme particularly developed provision in key stage 3 based on the belief that career learning is most effective when it is started early and is ongoing. The new programme was driven by the school's senior leadership team who wanted to move the school's careers provision from good to outstanding. The senior leadership team are committed to universal careers provision and feel that all pupils benefit from career learning. The school has recently achieved the Investor in Careers quality award.

### Preparing for change

Strengths	Weaknesses
The school has already built a strong infrastructure for the delivery of a careers programme which is supported by the school's senior leadership team. Having a qualified careers adviser on staff means that students and parents have instant access to advice and guidance, which is also supplemented by external provision.	The careers programme mainly exists in the long block sessions and through PSHE. It would be strengthened through being further embedded in the subject curriculum which would require greater buy in from subject teachers.
Opportunities	Threats
The new arrangements give the school more control over external providers and greater flexibility.	Maintaining an outstanding careers programme requires substantial funding. Whether this can be defended when budgets get tighter is the principal threat.

### New approach

The school has developed a strong approach to careers and progression which is based around the allocation of internal resources. Consequently no major changes are anticipated following the loss of Connexions funding. The school will continue to source both intensive support and external career guidance interviews for Year 10 students. However, it is anticipated that these services will be more tightly targeted and that the Careers and Enterprise Manager will also take on a heavier advice and guidance caseload. The careers education programme will continue to be developed as before and will use some external partners for delivery where appropriate.

### Key innovations

- The appointment of the Careers and Enterprise Manager, who is professionally qualified to deliver careers advice and guidance, has enabled the school to manage the transition without the need for major changes.
- The development of a range of innovative long block experiential career learning activities has raised the profile and status of the careers programme within the school.



## Maidstone Grammar School for Girls

Maidstone Grammar School for Girls is a local authority selective girls grammar school with a popular co-educational sixth form. The school has around 1300 students with the majority of the school's students staying on to study in the sixth form before progressing into higher education.

The school has made a strong commitment to careers provision through the appointment of a dedicated fulltime Careers and Higher Education Co-ordinator. This post-holder oversees careers education, links careers activities with other elements of the curriculum, provides information and advice, and works closely with external providers where appropriate. Since the appointment of the Co-ordinator the school has used external providers' resources (ie Connexions) in a fairly targeted way, mainly for the delivery of guidance and some support in careers education focus days. The school has recently been awarded with the full Investor in Careers kite mark.

### Preparing for change

Strengths	Weaknesses
<p>The school has a well developed careers education programme that provides a strong structure for students to develop their careers learning.</p> <p>The school also provides an opportunity for all students to talk to the careers coordinator about their choices and futures.</p>	<p>Currently the school has not been able to act on feedback and evaluation of the careers programme as thoroughly as it hoped. The school is currently developing plans to improve evaluation and feedback processes.</p> <p>Recommendations from the IiC process were to continue developing the training and support for members of staff working with key transition groups in school (Years 9 and 11).</p>
Opportunities	Threats
<p>The school is exploring ways of working more closely with other schools around the delivery of careers provision.</p> <p>The school also hopes to continue making links with employers and higher education providers.</p>	<p>Ensuring ongoing funding for careers provision remains a concern for the school.</p> <p>The Careers and Higher Education Co-ordinator role is a lone role within the school and one which offers little opportunity for progression. Consequently there may be challenges in retaining staff and expertise.</p>

### New approach

The school appointed the Careers and Higher Education Co-ordinator in 2010 and has recently achieved Investors in Careers stage 3. Consequently this is an area that has had considerable investment and attention in recent years. The injection of internal resources means that the school does not anticipate major changes in the shape of provision next year and the school's careers education and other career support activities will continue to develop through a strong drive from both the leadership team and creativity among staff. The school will continue to use an external supplier to deliver some career guidance for a targeted group of students.

### Key innovations

- The school has sought to embed careers within the mainstream curriculum and to build a strong connection between the careers programme and its commitment to create independent learners, particularly with regard to Thinking Skills. Subject based teachers have begun to include careers education outcomes in their schemes of work.
- The school uses a virtual learning environment as a mechanism to make careers information easily accessible to students 24/7 wherever they are.
- The school has also established a careers steering group of sixth formers who have been trained by Connexions to offer a peer guidance service with Year 9 and Year 11. The steering group also put together a careers newsletter and provides crucial feedback for the careers co-ordinator.



## Mascalls School

Mascalls School is a large mixed comprehensive with around 1500 students. The school is 11-19 with around half of the total intake remaining within the school into the sixth form. The school offers a range of vocational and academic programmes and has recently developed a partnership with "Skills for Employment" who deliver construction courses to students on the school site. In the future, the school is keen to develop more work-related options within the academic curriculum.

Over the last three and a half years the school has developed a strong careers programme and has achieved Investor in Careers. The school leadership strongly supports the programme and believes in the importance of quality careers advice and guidance to ensure future progression needs are met for all students. The school's Careers and Business Links Manager has led the careers programme in partnership with Connexions. The school provides a universal advice and guidance service, intensive support for those that need it, a curriculum based careers education programme and a range of work experience opportunities.

### Preparing for change

Strengths	Weaknesses
Leadership Team support. Willingness and positivity to adapting to change	Curriculum restraints Budget restraints
Opportunities	Threats
Developing a more personalised provision for students. Greater cross-curricular and staff involvement.	Potential loss of access to career and labour market information. Students receiving less high quality CEIAG.

### New approach

Mascalls School is keen to maintain the same level and quality of provision going forward. Although the school anticipates losing some of the resources that were previously provided by Connexions it anticipates making this up through the Careers and Business Links Manager undertaking more advice and guidance sessions and by contracting an external provider (probably the former Connexions provider) to deliver interviews at critical decision points. The school also works in collaboration with other West Kent schools which will continue and it is hoped this will be developed further.

### Key innovations

- The school is going to recruit an administrative apprentice to support the careers programme. This will release resources and allow the Careers and Business Links Manager to undertake more of the advice and guidance work and further develop and manage the careers provision within the school.



## Simon Langton Girls' Grammar School

Simon Langton Girls' Grammar School in Canterbury is a selective girls' school with a co-educational sixth form. The school has around 1200 students of whom most stay on into the sixth form and then progress to higher education. The school has high academic standards and a holistic ethos that seeks to nurture rounded individuals. The school's careers provision clearly aligns well with this mission.

A qualified careers practitioner who is employed as the Lifelong Learning Co-ordinator leads the school's careers provision. The role is full-time and has responsibility for overseeing a careers education programme, working with external providers to deliver careers guidance and producing careers information materials including online information and a regular newsletter. Careers education activities that are designed to create a progressive pathway for students as they move through the school. The school also offers a web of careers and pastoral support through the Lifelong Learning Co-ordinator, teaching and non-teaching staff who provide additional help and support and external career guidance provision (currently through Connexions).

### Preparing for change

Strengths	Weaknesses
<p>The school has a very strong infrastructure for pastoral support, careers education and work-related learning.</p> <p>The school has good relationships with its alumni and with parents (both of which are employers) and is able to engage them in the careers programme.</p>	<p>Partially in response to its strong internal infrastructure and comprehensive work-related learning programme, the school does not view the provision of external careers guidance for students as a high priority and has experience of the service being underused by students in the past. They will procure external provision next year but it will be carefully targeted.</p>
Opportunities	Threats
<p>The school has been using technology to deliver careers and anticipates that greater school autonomy might create more space for innovation in this area.</p> <p>The school also sees parents as a huge career resource that it would like to use more effectively in the future.</p>	<p>Funding for external career guidance provision is limited and there are no guarantees that this will remain a priority over the medium to long term.</p>

### New approach

The school is not anticipating major changes in the new academic year. It has invested in the development of an internal infrastructure for careers as part of a broader commitment to student support. This infrastructure means that it will continue to be able to offer students a strong careers education and work related learning programme as well as a strong pastoral support system. The school will continue to resource external career guidance but anticipates that this will be a far more targeted service than in the past.

### Key innovations

- The school has developed a number of innovations using new technologies. These include engaging with alumni on Facebook; delivering careers information through the Moodle virtual learning environment.
- The school has also developed the "Careers Crew" - a small group of sixth formers who volunteer to support younger students with career issues. The school provides training for peer mentors and additional support to enable Careers Crew members to effectively signpost students to relevant careers information and advice.



## Swadelands School

Swadelands School is an 11-18 high school with a growing sixth form. The school is a specialist sports college with around 800 students. It has a strong pastoral support system and an innovative strand of PSHE provision which includes careers education. The school senior leadership team and Governors have been very supportive of the development of the school's careers provision.

The school offers a careers education programme which runs from Year 7 to Year 13. It includes a series of one day experiential activities which happen in each year. The programme is co-ordinated by a teacher who has around a day a week allocated to careers work. The programme is based on the Kent CEIAG framework and is designed to be developmental throughout students' time at the school. The careers education programme is supported by access to a range of self-access resources such as KentChoices4U, Plan it, Kudos and Careerscape. The school has always worked closely with Connexions to provide access to impartial guidance and to bring in wider expertise to the school. The school has held Investors In Careers for six years.

### Preparing for change

Strengths	Weaknesses
The school's ethos and strong commitment to PSHE and a pastoral tutor system provide an ideal vehicle for the careers programme.	The school is geographically isolated which raises some issues for collaborating with other schools and employers.
Opportunities	Threats
The school is interested in exploring what new suppliers might have to offer as it offers an opportunity for innovation and rethink the basis of the relationship with an external provider. It intends to source services from a Matrix approved supplier.	The school is still in the process of identifying how the requirement for external careers guidance can be delivered within existing budgets.

### New approach

The school anticipates that the careers education and wider PSHE provision will continue without any major changes. The school is also in the process of discussing what external career guidance services will be procured. There is a strong commitment to offer a service, but it is likely that this will be a more targeted service than in the past. The school hopes to use its pastoral tutor system to provide new opportunities for students. The school intends to maintain its Investors In Careers status and staff are confident that students will continue to be able to gain the support needed to progress effectively.

### Key innovations

- > The school has a strongly collaborative approach to the delivery of careers and PSHE. All staff are involved in the delivery of PSHE. For example the careers co-ordinator works closely with the drama teacher and uses drama as part of the careers provision.
- > The school has a strong commitment to evaluation and continuous development. Consequently there are clear plans to evaluate new provision to ensure that it is meeting student need.



## Valley Invicta Academies Trust

The Valley Invicta Academies Trust is comprised of two schools, Invicta Grammar School and Valley Park School. The two schools have been federated for almost a decade and the relationship is well developed with the schools being separate but with strong co-operation between them. Invicta is a girls grammar school with a co-educational sixth form and a specialism in Enterprise and Internationalism while Valley Park is a mixed high school with a growing sixth form and a specialism in performing arts. There is some movement of students between the two schools in the sixth form enabling students to access a broader range of post 16 options.

The Trust places a strong emphasis on careers work. One of the assistant Heads is also a qualified careers adviser who leads the development of the Trusts' careers provision. She is supported by another full-time careers adviser who works across the two schools and a careers assistant at Invicta Grammar School. Both schools offer a well-developed careers education programme that runs from year 7-13 and which are organised through a long block timetabling approach. At Invicta, due to the curriculum offer, students in Years 10 and 11 all have a careers interview during the academic year and every student receives an action plan. At Valley Park all students in Year 11 have a careers interview. Years 12 and 13 students, at both schools, can request a careers interview at any point throughout the academic year. Younger students in Years 8 to 9 are also able to request appointments and time is allocated for these specifically when students are making their GCSE option choices. Invicta has traditionally delivered the majority of this provision in house while Valley Park has been able to access greater amounts of support from Connexions.

### Preparing for change

Strengths	Weaknesses
The Trust has well embedded careers provision with strong support from the senior leadership teams.	The planned changes and costs of delivery through a Connexions link could impact on the service delivered at Valley Park and financing for the future of the programme has not yet been clarified.
Opportunities	Threats
The Trust has built up a strong school-based careers service. Current policy is broadly supportive of the ongoing development of this approach.	The lack of clarity in the Statutory Guidance and Ofsted's response to it makes planning difficult. There are concerns that undue emphasis will be placed on "external" rather than "impartial provision".

### New approach

The Federation anticipates that it will be able to continue to deliver very similar provision next year using internal resources. As Invicta has never had much support from Connexions the resourcing implications are relatively minor. The school will have a contract with an external provider to deliver a very targeted service for those students who need it most. At Valley Park the loss of Connexions will be a bigger issue and the school is exploring various blends of internal and external provision to ensure the continuity of service.

### Key innovations

- The Trust has developed a strong school-based careers service model. This has provided it with a strong basis from which to respond to current policy changes.
- The Trust has developed an approach to tracking students' first and three year destinations. As well as supporting student progression this also supports the development of an alumni network and provides the careers programme with a resource base of ex-students.



## 6 Planning Workbook: Where next for schools?

- Many schools will already have developed the approach for the academic year. However, it is likely that the experiences of other schools may provide further inspiration for planning. This final section is designed as a mini-workbook to help schools to frame their strategy in the light of the new arrangements.

The Education Act 2011 and associated Statutory Guidance are designed to be enabling. As the case studies have shown there is a wide range of ways that schools can approach these changes whilst remaining committed to both meeting their obligations under the law and delivering the best experience possible for their students. The question going forward is how schools develop their provision in a way that fits with their students and the needs of the school.

What does your school want to achieve through its careers provision?

What do you currently offer?

How would you like to see this develop?

# Progression in Kent: Schools taking charge



One mechanism that many of the case study schools have used to develop their careers provision and to embed it within the mainstream activity of the school has been to undertake a quality award.<sup>4</sup> For example, most of the case study schools have been awarded Investors in Careers (iC). iC is a quality standard for the management of careers education, information, advice and guidance (CEIAG) in schools and FE colleges. iC uses an independent external assessor to examine the school's provision and assesses this against standards based on legislation and nationally produced guidelines on good practice. Those schools that have completed the iC award talked about how it provided a structure and impetus for the development of their programme.

*“We learnt so much through doing Investors in Careers. The process of going through the award brought everything together and gave me clarity. It helped me to see that the programme that we had was actually really good.”*

Jacqui Watson - Swadelands School

## Dealing with change

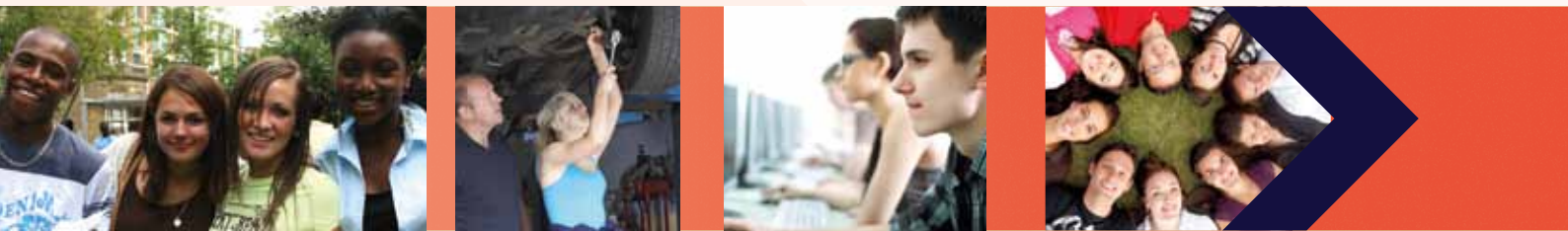
- How schools respond to these changes over both the short and the long term is likely to have a profound impact on the level of support that is available for student progression and careers. The case study schools all completed a SWOT analysis and it is possible that other schools may wish to undertake a similar planning process using the table below.

### Preparing for change in your school

Strengths	Weaknesses
Opportunities	Threats

<sup>4</sup> A full list of quality in careers awards can be accessed from the Careers England website at <http://www.careersengland.org.uk/quality>. Investors in Careers is currently the most popular award in Kent, but schools are free to seek any awards that they choose.





## Planning for the future

- The schools in the case studies had all developed (or were in the process of developing) a clear plan for their school. The following have been derived from their experience to support other schools to go through a similar process.

### Ten key questions for schools

Question	Notes
<p>1 How far does your school's mission and vision engage with ideas about progression, careers and student's post-school life?</p> <p>Is this carried through in the ethos of the school?</p>	
<p>2 What kind of provision does your school currently offer in terms of careers education, work-related learning and careers advice and guidance?</p> <p>How do you plan to develop these strands into the future?</p>	
<p>3 Does your school have a quality award such as Investors in Careers?</p> <p>If so how will you ensure that the requirements of this award are fed into planning processes for next year?</p> <p>If not, would there be value in exploring?</p>	
<p>4 How does your school monitor students' engagement in careers programmes and in the common application progress?</p> <p>How will you know about and address those students who are not engaged?</p>	
<p>5 Are you planning to engage an external career guidance provider as set out in the Statutory Guidance?</p> <p>If so what services are you going to procure and how will you judge between different providers?</p>	
<p>6 Will you seek an external provider that is Matrix accredited?</p> <p>If not how will you justify this decision to Ofsted and other scrutiny?</p>	

# Progression in Kent: Schools taking charge



<p>7 Are the individuals involved in delivering careers education and careers guidance within your school appropriately trained and qualified?</p>	
<p>8 How does your school source high quality and up to date career and labour market information? Should this be something that you build in to any external services you procure?</p>	
<p>9 What relationships do you have with employers and post-16 learning providers? How do you plan to manage these relationships going forwards?</p>	
<p>10 How much do you know about where your schools students go after they have left the school? Is there room for improvement here?</p>	

## Further information and resources

- Careers England  
<http://www.careersengland.org.uk>
- Cegnet: Supporting Careers Education and IAG  
<http://www.cegnet.co.uk/>
- International Centre for Guidance Studies (iCeGS) at the University of Derby  
<http://www.derby.ac.uk/icegs>
- Kent CEIAG Framework  
<https://shareweb.kent.gov.uk/Documents/kent-choices/Docs/CEIAG%20Framework%20Version%204%20-%201st%20November.doc>
- KentChoices4U  
<http://www.kentchoices4u.com/>
- The National Careers Service  
<https://nationalcareersservice.direct.gov.uk/>
- TES Growing Ambitions  
<http://www.growingambitions.tes.co.uk/>



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