Appendix 1

Children's Commissioner's Takeover Challenge Scrutiny Review: Work Experience

April 2018

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1. Why Rotherham Youth Cabinet wanted to undertake this review

The UK Youth Parliament[1] is a body of elected young people who work on national campaigns across the country. An annual ballot called "Make Your Mark" lists ten issues that young people aged 11-18 vote on to determine these campaigns. Work experience was debated in the House of Commons but not chosen for one of the national campaigns. However, as it was a top priority in Rotherham, receiving 1166 votes from the 7000 young people who took part, Rotherham Youth Cabinet (RYC) included work experience as one of the three key aims in their 2018 manifesto:

"*We want to increase opportunities for young people to take part in positive work experience and highlight where they can find existing work experience and volunteering opportunities*."

They also chose work experience as the theme for the Children's Commissioner's Takeover Challenge[2] (CCTOC) which is an annual event that RMBC has supported in its various guises since 2007 when it was known as the 11 Million Takeover Day. The idea is that:

"*It puts children and young people in decision-making positions and encourages organisations and businesses to hear their views. Children gain an insight into the adult world and organisations benefit from a fresh perspective about their work*."
(Children's Commissioner for England, 2015)

2. Method

A spotlight scrutiny review was undertaken by a group of young people from RYC on 25 April 2018 when they took over an Overview and Scrutiny Management Board (OSMB) meeting. Emelia Ashton gave a short presentation to set the context then a detailed question and answer session ensued, chaired by Toni Paxford. RYC explored the current position and key issues regarding provision of work experience and provided constructive challenge to officers, schools, partners and Cabinet Members.

Prior to this RYC had carried out primary research with young people through a short survey to ascertain their experiences and views of work experience, receiving around 80 replies. Respondents were different ages and from several schools to ensure a full picture for Rotherham. Appendix A sets out the survey questions and summary of responses and this work informed ten initial recommendations, also included in the appendix. Information about the school Enterprise Advisers and Gatsby Benchmarks (see section 3.0 and Appendix B) was also provided for RYC at one of their scheduled meetings.

A planning meeting took place to discuss the outline for the review and determine which partner agencies RYC wished to invite as witnesses. The young people devised questions based on their key lines of enquiry and reflecting their research findings. RYC was supported in this preparatory work by members of OSMB, namely the Chair, Cllr Steele and Cllrs Cusworth, Evans and Sheppard. The Early Help and Family Engagement Team facilitated this work with support from Scrutiny Services.

RYC and Elected Members would like to thank everyone who attended for their participation in this review and for their contributions to the debate and also those who were unable to attend but submitted written information. It was pleasing to have representation from partners and schools as well as the Council to support the Takeover Challenge and engage with young people on this important issue.

3. Context

3.1 Careers Guidance and Gatsby Benchmarks

Discussion on current and future provision of work experience is timely in light of new statutory guidance on careers guidance and access, published in January 2018 to support the government's Careers Strategy. Secondary education providers are expected to use the Gatsby Benchmarks (see Appendix B) to develop and improve their careers provision by 2020. The new statutory guidance is structured around these eight benchmarks with information on what schools need to do to meet each of them, although the benchmarks in themselves are not a statutory framework.

Three of the benchmarks were particularly relevant to the issues the young people wished to discuss in this review.

- Benchmark 6 - "Experiences of workplaces"
  - work visits, work shadowing and/or work experience are mentioned as potential means of gaining experience of workplaces and considering future career options.
  - one "experience of a workplace" by 16 and another by 18, in addition to any part time jobs

- Benchmark 5 - "Encounters with employers and employees"
  - this specifically mentions learning about skills valued in the workplace. Suggested activities are through visiting speakers, mentoring and enterprise schemes.

- Benchmark 3 – "Addressing the needs of each student"
  - a personalised approach, ensuring equality is considered for all students, including appropriate careers guidance and support for students with Special Educational Needs and Disability (SEND).

3.2 Careers and Enterprise

Linked to the careers strategy and guidance, the Careers and Enterprise Company (CEC) is funded by the government to help transform careers education and improve links between employers and schools. Rotherham has a Careers and Enterprise Coordinator whose role is to coordinate the Enterprise Adviser Network programme that works with schools to develop their careers programmes by working towards the Gatsby Benchmarks. In the programme volunteer business leaders (Enterprise Advisers) are also matched to local schools to provide young people with the encounters with employers and the workplace, to help prepare for the world of work.

3.3 Skills and Employability

Under the auspices of the Business Growth Board, which is part of the Rotherham Together Partnership, a new Skills and Employability Strategy/Plan is being developed covering all ages. The skills element is aimed at ensuring Rotherham has the right people with the right skills, the high level skills. Employability is focused on certain age groups or specific cohorts in the population who lack employment. The plan will include engagement with young people and opportunities to go into the workplace, including work experience.

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4. Findings

4.1 Current work experience opportunities

Since the compulsory Trident work experience programme ended, which used to provide young people with work placements for one to three weeks, there has been no uniform approach across Rotherham. Several factors lie behind this and will be outlined in this section of the report. Opportunities for work experience do exist but this offer is not universally available, varies in quality and is not always well publicised, as shown by the survey results in Appendix A. Some young people source their own opportunity either through personal connections or by contacting employers and businesses directly. At least one school expects young people to find their own work experience placement during the school holidays. It is difficult to have a full picture of the current position but recent activity includes:

- Five of Rotherham's Special Schools have taken part in step up to employment taster sessions, gaining valuable work experience in catering, retail, gardening, caretaking, component production and office work. From this, additional work experience sessions were available and as at March 2018, 21 students were accessing the Addison and AD-PRO employment training facilities.
- RMBC offered work experience opportunities to four schools, four special schools and Rotherham College in the 2017-18 academic year. These covered business administration, ICT, grounds maintenance, libraries, catering and transport. An additional extended placement in housing was taken up by one student who was thinking of applying for an apprenticeship to develop experience and confidence. Early Help have also had two school students on work experience. RMBC managers will also carry out practice mock interviews with students.
- Supply staff at Newman School include young people in Year 13 at school or university students between semesters and they do get paid.
- Newman Community School have students working in the café at Ulley Country Park serving teas and developing their confidence and communication skills.

There was discussion about whether schools were wary of releasing pupils to do something that was more vocational, in case it did impact on their academic work. Schools are driven by a narrower academic curriculum than previously and have to focus on academic qualifications A*-C. Oakwood High School had closed its vocational learning centre because the qualifications and experiences delivered no longer added value. Young people need certain qualifications to compete toe-to-toe with children from other schools in other areas. Employers look for experience and skills, not just a person's academic qualifications, although these are what usually lead to an interview initially.

4.2 Funding

National policy changed around six years ago, as until then every young person in the country had been entitled to work experience funded through the government. That money was withdrawn, resulting in a more individualised approach by schools or academy groups as they determine their priorities and how to spend their budget. Some schools have paid for a local service to arrange work experience and carry out necessary insurance and health and safety checks for students as it is a big undertaking to arrange.

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4.3 Quality

People's views of the usefulness of their own work experience (if any) varied but there was agreement that it should be a valuable experience and that it was important to raise the aspirations of young people. In addition to putting learning into practice RYC stressed that the experience should involve getting an insight into a job or sector to see if it is one they were interested in as a career.

One witness said: "Work experience has the potential to help young people understand the value of the skills they are learning if they were important in their placement role. When you enter the workplace you begin to appreciate the great value of knowledge such as mathematics, which if you were like me seemed a little pointless while I was at school."

Schools highlighted the practical difficulties in finding sufficient quality placements on Trident for an entire year group when all schools wanted them at the same time at the end of the year. This reflects finite employer capacity to offer and resource meaningful work experience placements, especially for smaller businesses.

Suggestion - A rolling programme would relieve the pressure on trying to find many placements at the same time in the future.

Teachers have also had to deal with students who were having a poor experience on Trident and wanted to end their placement early. Schools have been reticent about offering work experience as it has been so patchy and they do not wish to make students go into a poor experience or compel them to do something they do not really want to do. That said, it was felt that if quality could be improved, if young people could elect to do it and if it could be centrally organised, schools would be interested. From an employer perspective, businesses wish to be involved and would be keen to develop better placements and increase work readiness.

Quality links in with expectations and at present there is nothing that stipulates what is supposed to be delivered through work experience for either pre-16 or 16+ students, so this needs discussion between all parties to develop a consensus around what could be delivered. RYC mentioned the importance of quality control to ensure consistency within a placement over time and high standards across all sectors/industries. Sharing good practice between employers and from school to school was highlighted to raise quality.

4.4 Opportunities for students with Special Educational Needs and Disability (SEND)

As only 7% of young people and adults with a learning disability go into full time work, young people at Newman School have very little chance of going into full time employment, according to the statistics, therefore work experience and work engagement is essential. For the special needs sector, without good work experience as part of overall delivery, in both mainstream and special schools, that 7% will not improve. The young people will not have the skill-set and employers will not easily understand what needs the young people have and how easy it is in many cases to adapt. When everybody did Trident young people with special needs did not find it easy to obtain a work placement because these were taken up by mainstream schools, so that scheme finishing means there is now quite a lot available, which is a positive for the special needs sector.

In contrast with mainstream schools, special schools do not have the emphasis on examination results, although they do have to have data and show progress. What they

are required to do is embed special needs in the curriculum and what is embedded in Newman's curriculum are all the things people would like to see everywhere else. For example, besides work experience the school has a link with Whiston Grange older people's home and the young people talk to the residents there and receive feedback and both sides get something out of it which is the crucial part.

A positive example was given for another special school where in 35 years not one single person had gone from the school into paid employment. Then in three years, seven people entered full time employment as a result of quality work experience that was fundamentally part of the curriculum and the curriculum itself had been integral in the lead up to the work experience. They had no academic qualifications and the employer changed their rules nationally and said entry level maths and English was no longer needed and they would accept the work experience those young people had undertaken as validation for what they did. The young people added value to the workplace and helped to have a better work culture. Prior to the work experience, other activities had helped them become work ready including greater self-confidence and skills, especially communication skills, gained from doing the Duke of Edinburgh award.

Another important issue is parental expectations for their children, based on what they may have been told about their child by doctors when the child was very small. They may tend to overprotect their young people and the idea of going into employment when they do not necessarily have to may be a problem. This issue is easier in a special school but work is needed with schools and clubs in the mainstream to make sure special needs factors are linked in. There remains work to do with employers regarding special needs and disability and it is not just about ramps but rather ways of working. The example above shows you can change things, including the culture, but it takes time.

The model in Sweden was outlined where they have a completely different process; all the special schools are attached to mainstream schools and to employers. Each employer has a duty to take people on work experience in the local area and they have integrated the special needs sector. Anybody who wanted a job was given one but it is a managed job and the skills work was done in advance with people. At the place visited 100% of people were in a job, which contrasts significantly with 7% in the UK.

4.5 Volunteering

In their manifesto aim RYC wanted to highlight where people could find volunteering opportunities as well as work experience. It is sometimes overlooked that the voluntary and community sector (VCS) is a large and diverse sector and also a large-scale employer with some really well paid jobs and opportunities. Volunteering is viewed as a good way to break into the sector as it can be difficult without having done so. It is an opportunity to develop skills or work on specific projects in a supported environment and to get a reference, which can all be invaluable in seeking employment or for applying for university. More details of the volunteer programme co-ordinated by Voluntary Action Rotherham (VAR) are included in section 4.8.

4.6 Other opportunities

In addition to volunteering, Duke of Edinburgh award or opportunities arranged through school or individually, there are other ways of developing skills and trying new things, including part time work. Some will depend on the willingness and/or capacity of the young person, balanced against other commitments, to do things in their own time. For

example, young people may be a young carer or be caring for younger siblings during school holidays or outside the school day.

- National Citizenship Service
  Every summer this provides an opportunity for Year 11 people to take part in volunteering activities and team building.

Suggestion - To explore whether some of this money could be separated off into more of an employment strand and there are organisations that could assist with this.

- Summer Academy
  The work-wise foundation runs an annual summer camp offering work experience to 50-60 young people a year. Promotion is through schools, but it is organised directly with families and take up is good, but it is small scale.

- Get up to Speed with STEM[3]
  This big annual event held at Magna is an opportunity to meet employers and education providers from STEM (Science, Technology, Engineering and Manufacturing) industries to show young people what the opportunities are, broadening people's horizons. Some people working at the show have attended in previous years and obtained jobs as a result.

  Disappointingly, especially with the emphasis in the Gatsby Benchmarks on STEM, in 2018 only the college and six Rotherham schools (including Oakwood) attended, compared with most schools from Sheffield, despite extensive publicity well in advance, which seems a missed opportunity.

- Local Employment Advisory Forum (LEAF) Job and Careers Fair
  This is another annual event providing young people with the chance to speak with over 65 exhibitors including local employers and apprenticeship and learning providers. Again the number of schools in attendance declined in 2017, with schools citing transporting young people to the event as a barrier.

- Gig Buddies
  Although based in London this initiative is something that could be considered. Young people aged 17-19 take other young people who have special needs to gigs, concerts or cinemas etc. It is generally unpaid but builds up self-awareness and communication skills. Such experiences break down not only the work experience barrier but the barrier between mainstream and special and between young people with special needs and those without.

- School activities
  There was a view that schools could do more to link and relate other school activities more explicitly to the world of work. One example for Oakwood School was their application and recruitment process for head boy, head girl, prefects and house captains which mirrored the job application process for working at the school.

4.7 Equality of access and opportunity

Views were quite polarised over whether work experience should be fully organised through schools or whether young people should be encouraged to find their own. Some favoured young people showing initiative and being proactive and highlighted that this

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would be valued by employers. Others were more concerned about having opportunities available to all young people, so no-one was excluded, as not all young people would have the confidence and personal contacts to find a placement, which could put them at a disadvantage. Sectors such as the media were considered difficult to enter as this is often based on internships and people's connections.

Equality is an important issue for RYC in terms of students with SEND or mental health needs having the same opportunities to access work experience. This includes students in special schools and mainstream schools. Many employers are not used to working with or employing disabled people or understanding the social model of disability. A Department of Work and Pensions programme focused on accessibility and looked at different jobs, working with employers to break those jobs down and consider how they could be reorganised so they could be done by someone with a specific requirement or adaptation. The job still got done but was performed in a different way and that approach is also worth considering for work experience. It related mainly to physical disability, but parallels may be drawn with the changes to requirements made by the employer mentioned above for people with learning disability. A positive example was also given of a placement for a person with autism that led to an apprenticeship as the employer welcomed the qualities of focus and dedication brought by the young person.

4.8 Planning

4.8.1 Preparation in advance

This emerged as one of the key factors in having a useful and good quality work placement or work encounter and being able to match up what the young person and the employer both wished to get from it. It is probably a four-way process requiring all parties to engage fully to maximise the experience:

- employer to prepare for the placement and spend time doing that, including with the person who will look after the young person
- school to prepare students before they go to work experience, including discussing any concerns they might have, and to speak to them afterwards and make sure they understand what they got from it
- obligation on the young person to really buy into it and turn up
- parents/carers to be supportive of the young person having that experience

Preparation would also need to include taking account of any particular needs the young person has such mental health or anxiety issues, which might preclude them from participating in work experience or large group talks. This would mean having the right support so they feel at ease and picking the right employer with whom to place them.

There are many employers who would like to take someone on work experience but do not know where to start or what is expected of them. Small businesses in particular are busy doing the business, so a big part is the preparation of the employer, for example through the "Be Prepared" course. Employers would also welcome clear suggestions as to what young people would like to do and be able to do.

Managing young people's expectations from work experience, particularly those working in engineering, is an issue as you cannot put them on the shop floor in a dangerous environment working on a machine. This means they might spend time shadowing and observing rather than doing, so it is important to help the employer put a good plan

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together for that young person to get a quality work experience. In addition to the experience of a particular job young people also experience the general world of work and doing the menial tasks as well as really exciting jobs.

Suggestion - Work with a group of employers to develop their potential offer for work experience, implement the schemes and if successful they could be re-used in subsequent years with a different group of young people. The offer could improve from year to year as more employers became skilled at providing work experience.

4.8.2 Voluntary Action Rotherham's approach to volunteering

VAR has assumed the job of providing that brokerage service for people seeking volunteering opportunities. They provide a menu of available opportunities, located all in one place, from which people may choose something that is right for them. People can call in to VAR or apply on line, so it is accessible. VAR also work with the VCS organisations to make sure they identify what the voluntary role looks like before someone is placed in that role. Key tasks are identified in advance so they are clear what they need somebody to come in and do to help the organisation, which should help to make the experience meaningful. Further work is necessary with some VCS partners to increase their offer and make sure plenty of opportunities exist for people who are in school and still studying, including under 16s. Nevertheless plenty of volunteering opportunities are out there.

People apply to the VCS organisation as they would for a job and are taken through an application process with a conversation before embarking on any tasks. To make it more meaningful, perhaps the approach to work experience should be to look at what both sides can offer, rather than looking at it as we have a work placement for two to three weeks and this is what we want people to do.

4.9 Publicising opportunities

Although work experience was not offered by all schools, young people did want to know what was available and where, if they wanted to be proactive and look for placements. They wondered whether schools could also advertise any summer holiday opportunities.

From a business point of view there were no reasons why a scheme could not operate in school holidays if it was backed by employers and schools. Connections between businesses across the Sheffield City Region may also help to identify opportunities by referring people on, particularly to a different area.

Publicity for events such as Get up to Speed with STEM and LEAF also needs to go to parents and carers as well as schools and students to maximise opportunities for young people to engage with employers and explore learning and career options.

Suggestion - Organisations receptive to offering work experience or summer opportunities could be added to a directory or database with opportunities advertised on an online platform and links sent to schools.

4.10 Timing

This proved to be another divisive issue, with mixed views on whether or not work experience should only be in term time and during the school day, as that time was planned for by families and carers with no competing demands for the young person. Set

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against that was concern over losing teaching and lesson time whilst on placement. Other options would be activities in school holidays, at weekends, after school, or half and half with a week in term-time and a week in the school holidays, such as around Easter.

The other consideration is which year group would be the best to focus on for work experience as in the past it has tended to be in years 9 and 10, but this might be too early now many young people stay in education for much longer.

Suggestion – One way forward that would be more flexible and person-centred could be to consider more substantial work experience packages over a period of time between the ages of 15 and 18 that might be more suited to what a young person needed at a given moment, rather than having to work to a specific timescale.

4.11 Barriers

Communication is fundamental to removing barriers by making sure employers know what is expected of them; ensuring students and schools understand what is possible from different employers; and then following up afterwards to make sure things have been done right at that whole system level. Barriers such as caring and family responsibilities have already been mentioned but a couple of other practical issues also arose in the discussion.

Financial - Expenses and especially costs of public transport to travel to and from workplaces were cited as a barrier for young people. For some students this led them to prioritise a placement within walking distance over one in an industry or sector they were really interested in as a career. Some employers do reimburse travel costs and bursaries, donations and Access to Work provide support for young people who may need financial or other support. There might be qualifying conditions but Careers Advisers would be able to advise students.

Clothes - One practical point is an expectation around what young people will wear on work experience, as at school they are usually dressed in a standard uniform, and young people may have concerns about how they are perceived.

4.12 Meeting the Gatsby Benchmarks

With regard to benchmark 6 it was reiterated that this did not only mean work experience but other “experiences of workplaces” and it was about the strength of an experience that was related to work rather than a work experience per se. A few years ago all secondary schools used to receive a ring fenced grant for enterprise education and in some schools that work is still embedded in the curriculum. Where enterprise education and business skills are taught in the classroom, this will contribute to meeting this benchmark without necessarily having to provide work experience, as young people would develop the practical work skills sought by employers.

Participation in the Enterprise Adviser Network programme is not obligatory but in Rotherham two colleges and 20 schools, 15 secondary and five special, are involved and working towards the benchmarks. 20+ leaders from local businesses across a range of sectors have committed to work with them as Enterprise Advisers. No information was available about how the other two schools plan to comply with the guidance and duties.

Although it is still fairly early days, the Enterprise Advisers have expressed a general concern about the time made available for them by some schools to work with the

students, in particular short 20 minute time slots and being on a rather ad hoc basis, suggesting a requirement for more structure and clearer timetabling. There may be some scope to link in with personal, social, health and economic (PHSE) education under the economic workstream. The Careers and Enterprise Coordinator had also asked members of RYC if they knew who their Enterprise Advisers or Careers Advisers were in school and most did not, showing the need for more information and publicity.

Rotherham along with Sheffield and Barnsley and other interested local authorities are trying to bid for central government money to support schools in trying to meet these benchmarks. There is a lot of onus on schools and they have the new careers guidance to meet but no additional money to do this. Although the bid is not strictly work experience it is about meaningful engagement with employers. In South Yorkshire we are slightly above the UK average with nearly 40% of schools managing to achieve on benchmark 6. Ofsted released new guidance in March for schools and say they will be looking at how well schools prepare pupils and students for their next step after school, with a focus on the impact and quality of what they do around careers.

At the moment it seems to be a case of academic experience versus enterprise experience but one view was that perhaps work experience/experience with employers should just be positioned as part of someone's education, not perceived as something that is vocational and separate to the academic work. Employers also support the notion of relating every single lesson to the world of work, enabling people to make links between their learning and its application in their future career, linking in with benchmark 4.

4.13 National policies

As mentioned above, the government withdrew funding for work experience several years ago but has introduced new statutory guidance and duties for schools without any additional funding, at a time when school budgets are shrinking in real terms. Employers refer to unfilled job vacancies, skills gaps and the general lack of work readiness of young people, whether they are entering the labour market from school, college or university. Mainstream schools have a very strong emphasis on academic qualifications as this has been prioritised by Ofsted and as a result focus resources on their “core business” of teaching and learning. Overall, this indicates that economic strategy, education and skills policies are not fully joined up nationally and this then impacts on funding at local level.

Suggestion – RYC to write to the appropriate Minister to explain how government policy at this time is not always helping partners to come together to deliver the best possible things for children and young people at a local level.

5. Conclusions

It was evident that the organisations involved in the review had differing perspectives on work experience. Nevertheless, there was broad agreement that to be meaningful for both young people and employers a partnership approach was needed, to ensure both quality and equality of opportunity for all children and young people. There are practical and logistical barriers to overcome and it will be difficult to produce a new large-scale offer in the short term without additional funding.

Good preparation in advance of a workplace encounter or work experience, by the employer, school and young person, emerged as a key issue so all were clear what they wanted and what they could bring. In its approach to the volunteering programme VAR has

already adopted many of the practices discussed. There is scope to learn from this and to explore a wider role linking in with schools and thinking about volunteering opportunities for under 16s. It was clear volunteering was a good way to develop skills and experience with easy access to the menu of opportunities.

A lack of coordination in government policy on education, economic strategy and the skills agenda was having an impact on what could be achieved locally by partners. In mainstream schools there is still a very strong focus on academic qualifications and a narrow curriculum. Special schools have more flexibility and are engaging positively in work experience to develop skills and confidence in young people to try and address the employment gap for people with learning disability. Schools are working towards the Gatsby Benchmarks and the majority are participating in the Enterprise Adviser Network programme although this is not yet fully embedded.

Opinions were split on the respective merits of young people being proactive and sourcing their own work experience opportunities compared to having opportunities organised for all young people. Employers welcome young people showing initiative and being proactive but there was concern that less confident students or ones without wider contacts and personal connections would be disadvantaged.

Currently time out of school on work experience seems to be perceived by some schools, and also some students, in terms of the opportunity cost, of missing teaching and classroom learning, rather than thinking that it is part of their wider overall education. This reflects both some of the negative experiences from past programmes and the core driver of academic qualifications. Ofsted guidance released in March 2018 includes looking at how schools prepare students for life after school which will be another consideration for schools to take into account in their planning.

As partners listened to and reflected on the answers to the questions during the takeover challenge as the meeting progressed, this triggered a number of positive ideas (shown in italics in the text) that hopefully will be taken forward by partners in responding to RYC's recommendations.

6. Recommendations

1 That RMBC, schools and partners work together to develop an improved offer of work experience, interaction with employers and volunteering opportunities for all young people from 2019. This should take account of the following recommendations made by Rotherham Youth Cabinet:-

a) Have a system so that all young people can have work experience.
b) Make work experience count.
c) Have quality control for work experience offered – ensuring consistency and high standards.
d) Publicise available work experience in schools.
e) All schools to deliver work experience.
f) Wider sector of jobs included in work experience opportunities.
g) Have more support for young people with disabilities.
h) Support for young people doing work experience including expenses if needed.
i) Carry out regular research to ensure young people are not forgotten about – ensuring opportunities regardless of demographics or background.
j) Share positive practice from school-to-school and between employers.

2 That any specific needs of young people with mental health needs and/or special educational needs and disability who are in mainstream schools are taken into account in developing the offer, as well as those of young people in special schools.

3 That from 2019 onwards Rotherham Youth Cabinet receive updates twice a year from schools regarding progress with the new offer.

7. Thanks

Councillors Alam, Beck, Hoddinott, Watson and Yasseen

RMBC - Sarah Bellamy, Ewan Cumming, Sandra Gabriel, Sharon Kemp, Shokat Lal, Jenny Lawless, Simeon Leach, James McLaughlin, Tim O'Connell and Tracey Priestley.

John Barber - The work-wise Foundation
Ian Goodall - Business Growth Board
Kerry McGrath - Voluntary Action Rotherham
David Naisbitt - Oakwood High School and Schools Forum
Edward Shaw - Don Catchment Rivers Trust
Paul Silvester - Newman Community Special School

Thanks also to other members of RYC who were involved in the preparation for the spotlight review.

8. Background papers and references

- Minutes from OSMB Children's Commissioner's Takeover Challenge 25/04/18
- Rotherham Youth Cabinet Manifesto 2018
- "Careers guidance and access for education and training providers" Statutory guidance for governing bodies, school leaders and school staff Department of Education, January 2018
- "Good Career Guidance", Gatsby Charitable Foundation, 2014

References

1 - Make Your Mark
http://www.ukyouthparliament.org.uk/makeyourmark/

2 - Children's Commissioner's Takeover Challenge
http://www.childrenscommissioner.gov.uk/learn-more/takeover-challenge

3 – Get up to speed with STEM
https://www.getuptospeed.org.uk/home

The next event is taking place on 27th March 2019 at Magna.

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Appendix A

Work Experience Report

Survey for Young People
In order to evaluate the true picture with regards to work experience in Rotherham we conducted a survey to find out from young people what their experiences are of work experience. Respondents were a range of ages and from a variety of schools to ensure we got a full picture of the occurrences in Rotherham. The following questions were asked with approximately 80 responses received:

1) Have you had work experience?

There was an even split of respondents who had had work experience and who hadn't had work experience, showing the inconsistency in Rotherham with regards to the issue.

2) How good was your work experience if you've experienced it (5 being the best) and why?

The 50% who had work experience responded to this question and the responses were varied. 25% said their work experience was rated a 1, 25% said it was 3, and 50% said it was rated as a 4. Again this shows the inconsistency of work experience delivered to young people.

3) Does your school offer work experience?

Again when responding to this question the answers were varied. 25% of young people said their school offered work experience, 38% said their school didn't, and 38% said they didn't know if their school did offer it. This highlights a couple of issues which need to be addressed.

4) What work experience opportunities are available to you and how was your work experience arranged?

One young person responded: "nothing as I am too young", another said a "teacher helper and through school", whilst another said that no support was offered through school they "organised (their) own work experience". The most detailed answer was work experience was available at many different animal related work places and a form was filled in to indicate what sort of work experience you wanted and a work placement officer would pick a place for you to go to". This compared to the countless N/A replies was very poignant and sets standards for other schools to follow.

5) In the ideal situation what would you like your work experience to consist of?

All the responses to this question were interesting. However, the 5 most realistic suggestions were: (We have combined some similar answers to get a more inclusive response.)

- 40% learning and 60% working
- Have a wider range of sectors involved
- Guidance in the field provided
- Not just jobs like photocopying, printing, and making tea
- Have more support for young people with disabilities

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6) What job types would you like to see work experience in and how would you like to access work experience?

The most common 5 which kept occurring in the responses to this question are:

1. Hospital jobs
2. Engineering jobs
3. Economic jobs
4. Environmental jobs
5. Childcare jobs

7) What would put you off doing work experience?

The top 5 most common barriers to work experience for young people are:

1. Transport
2. Lack of friendliness in the workplace
3. Poor management for the work experience
4. When the experience is offered e.g. around exam time etc.
5. Lack of education

Recommendations

1. Have a system that all young people can have work experience.
2. Have a quality control for work experience offered.
3. Publicise available work experience in schools.
4. All schools to deliver work experience.
5. Wider sector of jobs included in work experience opportunities.
6. Have more support for young people with disabilities.
7. Support for young people doing work experience if needed including expenses if needed.
8. Make work experience count - not just photocopying etc.
9. Carry out regular research to ensure young people aren't forgotten about.
10. Find out which schools offer work experience and have a networking event to share positive practices.

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Toni Paxford, Rotherham Youth Cabinet

Appendix B **Gatsby Benchmarks* from "Careers guidance and access for education and training providers"**

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2.Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

* Original Source (J Holman (2014) Good Career Guidance. London: Gatsby Charitable Foundation)

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