SUBMISSION FOR ALL-PARTY PARLIAMENTARY GROUP FOR EDUCATION.

1. WHAT SHOULD OUR SCHOOLS BE FOCUSSING ON IN ORDER TO PREPARE PUPILS FOR THE FUTURE?

Much research has been reported very recently on the increasing divide between those young people with advantages and those without. This is most notable when young people leave the classroom (Appendix II). In essence the lack of social capital has a hugely detrimental effect on the life chances of young people from less advantaged backgrounds. Dr Anthony Mann[1] has commented often on the importance of what he describes as 'loose ties'. Those networks of friends, family connections, as well as access to accurate and relevant information and influence through powerful social networks. This is lacking for many, many young people in our society today. Through a strong careers programme underpinned with a detailed strategy we can offset those disadvantages in school.

Therefore schools must supported to find the time, the expertise and the budget to ensure that we do more to 'level the playing field'. We need to ensure that all young people are exposed to as many experiences which will prepare for a future beyond school as possible. These include:

- Understanding what skills employers need and recognising in themselves when they have developed/demonstrated those skills. This sounds obvious but it is not.
- Ensure that young people have as many opportunities to meet employers in a range of different scenarios – work place visits, workshops, mentoring, work experience.

The increasingly narrow focus on performance tables, that only reflect exam results, is to the detriment of everything else so valuable in schools.

2. WHO SHOULD BE RESPONSIBLE FOR ENSURING THAT YOUNG PEOPLE DEVELOP SOFT, FINANCIAL AND ENTREPRENEURIAL SKILLS?

Everyone! But obviously schools see young people on a more regular basis than any other organisation. If we are to address the lack of social capital and ensure that all young people can reach their full potential on reaching the work force – surely schools have to be at the forefront of this agenda. I have found employers more than happy to provide pretty much anything we need to support our students – and mostly all at no cost. But of course, there is a cost in time and cover (if teachers are to take trips out of school).

3. DO EDUCATION PROVIDERS HAVE THE RESOURCES TO PREPARE PUPILS FOR THE WORKFORCE?

I think the key question here is what is meant by resources. Many organisations provide a wealth of resources for schools to use from Barclays Life Skills to Plotr. I think the key element of resource is time. Where is the space in an already crowded curriculum to find time for this agenda? Schools are still not judged by Ofsted on this. The old adage is true – what gets measured gets done. The patchy nature of provision underlines the key issue that unless the head teacher and/or governing body have a passion for this, it probably won't be a priority or indeed addressed at all.

[1] Education and Employers Taskforce **– Nothing in common** – March 2013 – Mann, Massey, Glover, Kashefpadkel and Dawkins.

4. WHAT EXAMPLES ARE THERE OF SCHOOLS AND COLLEGES PREPARING THEIR PUPILS WELL FOR THE WORKFORCE?

At Pimlico Academy we have a clearly stated strategy that looks at the needs and requirements of each year group. It pays particular attention to key decision making times in the school life of a student. GCSE option choices in Year 9, post 16 choices of both provision and subject choices at Year 11 and then a highly bespoke programme for both Years 12 and 13 to guide them effectively on leaving school.

I have attached that strategy in case you find it helpful (Appendix I). As a specific example, we are very proud of our Raising Aspirations programme for Year 12. Since September 2015 we have delivered a comprehensive programme of interventions and initiatives to support all students in realising their aspirations. We have run more than **70 different employer-led initiatives** and most students have taken part in more than five such programmes.

These include:

- CV workshop in September
- Volunteering workshop with all year 12s required to undertake at least 20 hours of volunteering
- Presentation skills workshop
- Careers Fair (November) with over 50 different professionals
- **Festival of Futures - 28 – 29 June** – series of talks, seminars including apprenticeships
- Interview skills workshop followed by bespoke mock interviews for every student in July
- Financial awareness workshop which I have developed with partners at PwC – now in its fifth year
- Work experience for all of year 12 in July
- Mentoring programme with PwC and arts industry professionals
- Apprenticeship workshops and talks
- Work place visits – Channel 5, wide-range of businesses
- Employability workshops with a wide range of different organisations including Marks & Spencer, Land Securities, Wallace Collection , Shell, Barclays Life Skills, Allen & Overy, Royal College of Surgeons.

5. WHAT EXAMPLES OF EMPLOYER LED INITIATIVES THAT HAVE HAD AN IMPACT?

All of our workshops have an impact. We require students to reflect on each experience – highlighting what skills they have developed and how they would improve next time. We put great store by preparing for sessions and then following up to ensure lessons are learnt. However I have listed here just a few examples of highlights. Many of these are new initiatives developed with staff and students at Pimlico Academy and then looked to be expanded to other areas and schools.

PwC – Financial Awareness – very powerful way of discussing financial issues with young people – exposing them to the pitfalls of credit cards, phone contracts as well as thinking about managing their money if they decide to live away from home. However, the added benefit is that it introduces our students to a professional services firm and the type of careers that exist – and they certainly won't know that beforehand!

Marks & Spencer – design a T'shirt competition. A brilliant way of introducing students to the wide variety of opportunities in the retail sector. All of my students that attended the workshop have now secured work experience with Marks & Spencer.

Land Securities Property Challenge – introduced students to the breadth of careers in the property arena. The 8 week long challenge also develops key employability skills. Students have very successfully used this experience to boost their applications to top universities.

King&Wood Mallesons and BLP (Prime work experience programme). Many leading law firms now over a week's work experience to young people whose parents have not been to university to broaden their outreach.

Rare Recruitment – Ladder to Law – another initiative developed to help young people from BME backgrounds to consider a career in law. It provides ongoing mentoring support throughout school and during their university careers.

PwC - Mentoring- face to face mentoring to inspire and assist students throughout their A levels providing both academic and pastoral support.

PwC – Target Tutors – a new initiative which we trialled last year and have just re run this year. Teach First Alumni at PwC offer after school small group tutoring for four consecutive weeks in the run up to GCSEs. A wide range of subjects are offered including maths, English, MFL, history, science and RE. 25 students have benefitted this year and last year there was a substantial effect on the students' exam results in the summer.

Shell – Make the Future – a new initiative this summer but just one of many that Shell run to introduce young people to the wide range of STEM careers. A similar programme last year was a whole day for all of year 7 on building solar-powered cars and wind turbines.

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Organisational Details. Future Academies is a trust comprising of Pimlico Academy (1200 students 11 – 19 – non selective mixed, and then three primaries - Churchill Gardens, Millbank and Pimlico Primary). ¾ of pupils at Pimlico Academy are or have been on free school meals during their time at the school and many have English as a second language. Despite that, the academy is one of the top schools in the country for value added.

As Director of Raising Aspirations, Lin Proctor, has developed a co-ordinated strategy for Careers Advice and Guidance. This includes both providing advice and guidance for the students but also accessing a broad range of opportunities which not only increase their knowledge but help students to develop and understand the skills they will need to be successful. This is so important to young people who do not have access to those 'loose ties' and networks that more advantaged students have.

Lin Proctor has worked in this capacity in schools for more than eight years; prior to that she had a career in PR and Marketing and is a trained teacher.

APPENDIX I - CAREERS – A STRATEGY PIMLICO ACADEMY

KEY STAGE 3 - *Broaden horizons, Raise Aspirations, Challenge perceptions*

- Work place visits and Inspirational assemblies

Year 9 - 'Getting ready for the real thing' – *options*

- Careers Fair – bench mark research in advance, dedicated lessons to the Fair. Discussion on type of people to meet, questions to ask. All pupils given a personalised timetable.
- Work place visits
- Inspirational Assemblies

KEY STAGE 4 – *Taking the next steps to the real thing*

Year 10 - 'Enhancing options'

- Experience of the world of work through visits, workshops
- Inspirational assemblies

Year 11 – 'The next steps'

- In house careers fair
- Inspirational assemblies
- Visits to six form colleges
- Visits to Apprenticeship Fairs

KEY STAGE 5 – READY FOR THE FUTURE

Year 12 – *Getting Ready, building examples, reflecting on experiences*

- 1:2:1 careers interviews
- Individual mock interviews
- Careers Fair
- Networking events
- Volunteering opportunities
- In school roles
- Workshops – CV writing, presentations, interviews, financial awareness
- Debating skills
- Business/Academic competitions
- Apprenticeship insights- Apprentice Week in School – March
- Work experience
- Visits to HE colleges
- Inspirational assemblies

Year 13 – The final push

- Mock interviews – university/apprenticeships/employment
- Individual IAG
- Apprentice Week in School – March

APPENDIX II - OVERVIEW OF LATEST RESEARCH

Just a few examples highlighting the importance of employer engagement in boosting the life chances of less-advantaged young people.

- Students are **18 times** more likely to be motivated to learn if their teachers know their hopes and dreams **(Dr. Russ Quaglia 2016)**
- Experiences of the world of work are crucial in gaining access to the top universities, with students from non-selective state schools at a substantial disadvantage **(Dr Steve Jones 2014)**
- A winning personality' –importance of confidence and personality on career success. (**Sutton Trust, Jan 2016)**
- 'First 12 words you say at an interview' - students without privileged backgrounds could struggle to make effective small talk, which put them at a disadvantage. **(Resurgo Trust – January 2016)**
- Five or more 'employer engagements' and students are seven times less likely to be a NEET (not in education, employment or training) and likely to earn at least 17% more before they are 30. (**Dr Anthony Mann 2014)**