
The Joint Report of the Director of City Development and the Director of Children and Families

Report to Executive Board

Date: 18 April 2018

Subject: Improving Careers Education - Adoption of a Young Person's Information, Advice and Guidance Charter for Leeds

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| Are specific electoral wards affected? If yes, name(s) of ward(s): | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Are there implications for equality and diversity and cohesion and integration? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Is the decision eligible for call-in? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number: | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Summary of main issues

1. This report presents an Information Advice and Guidance (IAG) Charter for Young People in Leeds for adoption and promotion by the Council.
2. Continuing to drive and support improvements in the city's IAG offer to young people, increasing their knowledge and experience of the world of work, is a key focus for action in the Leeds Talent and Skills Plan. In doing so we work towards ensuring that all young people can make informed choices about their education and training pathways, enabling them to access and sustain employment that is appropriate.
3. The Scrutiny Board (Inclusive Growth, Culture and Sport) has undertaken an inquiry into IAG provision and has informed the proposed Charter setting out what young people should expect to receive from IAG in educational settings, alongside the skills and attributes and behaviours that employers value. The intention is that it will create a sense of entitlement and expectation from young people, to enable them to hold those providing IAG to account.
4. The recommendations in this report support the Council's Best City vision and ambition, 'Leeds...A Strong Economy and Compassionate City', and specific Best Council Plan (2018/19-202/21) outcomes to 'do well at all levels of learning and have skills for life' and 'earn enough to support themselves and their families' and the Best Council Priorities of

Inclusive Growth, Child-Friendly City, and Culture. They also reflect the ambitions of the Leeds Talent and Skills Plan and the Leeds Inclusive Growth Strategy.

Recommendations

5. Executive Board is asked to:

- a) Agree Recommendation 3 of the Scrutiny Board (Inclusive Growth, Culture and Sport) report that the Executive Board supports the development of a Young Person's IAG Charter for Leeds to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them.
- b) Endorse the implementation of the Charter, including promotion to young people, and the ongoing monitoring of impact.
- c) Note that Head of Employment Access and Growth is the officer responsible for the implementation of this decision.

1. Purpose of this report

- 1.1 This report presents an Information Advice and Guidance (IAG) Charter for Young People in Leeds for adoption and promotion by the Council.
- 1.2 Continuing to drive and support improvements in the city's IAG offer to young people, increasing their knowledge and experience of the world of work, is a key focus for action in the Leeds Talent and Skills Plan. In doing so we work towards ensuring that all young people can make informed choices about their education and training pathways, enabling them to access and sustain employment that is appropriate.
- 1.3 The Charter sets out what young people should expect to receive from IAG in educational settings, alongside the skills and attributes and behaviours that employers value. The intention is that it will create a sense of entitlement and expectation from young people, to enable them to hold those providing IAG to account.
- 1.4 The Charter has been informed by an inquiry undertaken by Scrutiny Board (Inclusive Growth, Culture and Sport) into the quality and accessibility of IAG provision in Leeds and how the Charter can support wider activity to ensure that young people's needs for impartial and good quality careers education, information, advice and guidance can be met.

2. Background information

2.1 Making Informed Choices

- 2.1.1 Good quality careers education can raise the aspirations of young people. It can increase motivation by linking activities in school with preparation for life post 16 and post 18 by helping them to focus on their longer term career ambitions and make informed choices about academic and technical qualifications and pathways. As a result, young people will be more likely to transition from education to employment that is appropriate, meaningful, and rewarding, making it more likely to be sustained.
- 2.1.2 Conversely, where Careers Education, Information Advice and Guidance (CEIAG) is limited, or poor, the results are different and damaging to a young person's career prospects. This can include an inadequate understanding of the world of work and making poor choices leads to higher risks of drop out from educational pathways, qualifications or training that are not appropriate to a career pathway, and an insufficient understanding of where the areas of economic and employment growth lie now, and in the future.
- 2.1.3 CEIAG policy and practice has seen substantial change in recent years, with one of the main drivers being the desire of Government to give schools the key role in the provision of CEIAG. One of the outcomes has therefore been a much-reduced role for local government and, in the view of many observers, a fragmented approach which lacks accountability, is subordinate to educational attainment, and does not serve young people well.
- 2.1.4 Local experience, supported by evidence from schools and employers, indicates that schools deliver IAG under considerable constraint with varying levels of capacity and capability, which has an impact on the quality of provision for young people¹. Provision is often supplemented or bought in from external providers. Even with

¹ The development of the Leeds Talent and Skills Plan served to evidence these challenges further, with feedback to the Plan from stakeholders across the business and education community reflecting the importance, as well as the difficulty, of tangible influence and progress in a highly prescriptive system.

strong support from school senior leadership and some examples of best practice, the amount of time that is available for IAG is limited by the focus on educational attainment.

- 2.1.5 In many schools, IAG focused activity amounts to no more than a few days in the school calendar and there is limited evidence that OFSTED inspections provide a meaningful audit of or challenge of provision, which provides no incentive to schools to change their approach. Employers can be frustrated by what appears to be a disjunction between their input (including the timing and scope of it) and the outcomes that young people achieve and their readiness for the labour market.
- 2.1.6 Until recently there has been no explicit requirement on schools to draw on employers / businesses in the delivery of IAG, or broader enrichment activity, but we know that this is an approach valued by both schools and employers and has positive impacts on young people. Employers regularly feedback both positive experiences of school based activity and the impact that their engagement can have, but also their frustrations with the process of engaging with schools and the accessibility of young people. Schools share similar frustrations.
- 2.1.7 Recent developments, including the Technical and Further Education Act (2017), the national Careers Strategy: making the most of everyone's skills and talents (2017), and statutory guidance for governing bodies, school leaders and school staff on careers guidance and access for education and training providers, indicates a greater appetite from Government to increase the scale and quality of provision of CEIAG for young people.
- 2.1.8 While these developments are welcome, and offer some potential for meaningful change, the ultimate impact of the approach will always be significantly limited by the fact that within our heavily prescribed educational system schools are required to operate with such a significant focus on attainment that CEIAG will always be subordinate. Recognising this, the Council has historically sought to proactively support and encourage better provision through a range of mechanisms detailed below.

2.2 The Leeds CEIAG Network and CEIAG Self-Assessment Tool

- 2.2.1 This network of CEIAG leads within local schools is facilitated by Learning Improvement and supported by a lead CEIAG professional based within a secondary school. Established in 2013, there are three network meetings each year with 95% of Leeds secondary schools and colleges attending frequently.
- 2.2.2 The network keeps school CEIAG leads informed about changes in policy and duties, careers and labour market information, and promotes events, opportunities and resources available across Leeds and the city region. It also provides a platform for peer to peer support, challenge and improvement; and provides the opportunity for partners and providers to promote any changes to learning provision available for young people. Members work together to develop and trial new materials, including those to support parents and carers, teachers and children with special education needs and disabilities.
- 2.2.3 The network also provides Leeds City Council with the opportunity to keep schools up to date with the expected data returns they have to make for destinations as part of their statutory duties. The network also engages with the Leeds City Region Enterprise Partnership Enterprise Advisers to promote their resources and commissioned programmes funded through the National Careers and Enterprise Company.

2.2.4 In 2013/14 the Council devised and launched the CEIAG Self-Assessment Tool to support schools and colleges in understanding their duties and enable them to identify what they do well and the areas requiring further improvement to support them to plan and deliver provision. This has been updated to reflect the new Ofsted Framework and is currently being revised to reflect the new duties from January 2018 along with details of new resources available from the Leeds City Region Enterprise Partnership. The CEIAG network promotes the Self-Assessment tool and schools are encouraged to provide peer to peer support to complete the self-assessment and share good practice. Where this is formally requested, the Professional Lead from the network will support implementation at a school.

2.3 Parent mailing of Post 14 and Post 16 learning options.

2.3.1 For the past three years, the Council's Children and Families Service has written to the parents of all year 9 learners in the city in February and November providing details of the additional Post 14 learning options available to young people from year 10, this includes Leeds City College's 14-19 Apprenticeship Academy and the University Technical College, UTC Leeds. Known as the 'Leeds Letter', this was recognised by the DfE as good practice and was used to inform the new 'Atypical Admissions' letter which from September 2016 all local authorities have been required to send annually as part of their statutory information duty.

2.3.2 In addition, for the past 5 years, the Council has written to all parents of year 10 and year 11 students, along with those young people identified as Not in Employment, Education or Training (NEET), to inform them of Post 16 Learning options in the city. Sent in February and November, this mailing is funded by the Post 16 colleges and Study Programme providers and includes information on a range of other initiatives and events such as the Leeds Apprenticeship Recruitment Fair and Industry-led Apprenticeship Seminars and the Leeds Pathways website.

2.4 Leeds Pathways and UCAS progress

2.4.1 The Council has continued to invest in Leeds Pathways and the Universities and Colleges Admission Service (UCAS) Progress, the web based IAG resource. Work to update the website was undertaken in 2017 after consultation with partners, young people and other stakeholders and included the addition of new information relating to the local labour market and key employment growth sectors and links to apprenticeships and job opportunities. It includes an easier to navigate interface to provide parents and carers with an improved resource for accessing information to help their young people make the right education, employment or training choices.

2.4.2 UCAS Progress provides young people in year 11 with the facility to search for detailed course information and make multiple on-line applications to Post 16 providers. For the majority it is used for applications to Study Programme provision at colleges, schools and providers, with some applications being made to Apprenticeship providers. Young people, their home schools, Post 16 providers and parents are able to use the system to support young people with their applications, track progress and record when an offer of a start date has been made.

2.5 The Moving on Project and the Next Steps Event

2.5.1 The Council working with post 16 providers has provided targeted support to schools with High NEET rates with the aim of supporting year 11 students who are potentially at risk of not securing a Post 16 destination and where additional support could be beneficial. Young people nominated by schools are provided with one to one sessions and additional impartial IAG about the different post-16 learning options

available to them and are given an opportunity to express their preferences and take up alternative routes. Students are then tracked for a further 3 months.

- 2.5.2 Young people that do not have a confirmed offer of learning for September are invited to the Leeds 'Next Steps' event at the end of August. The event brings together post 16 providers (schools, colleges, flexible provision/short course providers and Apprenticeship providers) with live vacancies and can sign up individuals immediately, or refer them to interviews or taster courses. The Council's Leeds Pathways Support Team are present at the event to offer young people impartial IAG, and help direct them to providers who can offer the opportunities that are most appropriate to them.

2.6 Intended, Offers and actual Destination data (IOD returns)

- 2.6.1 The Council collates the following information from all Leeds schools, academies and providers who enrol year 11 students:-

- April – Intended Destinations for year 11 and year 12 learners
- May, June and July – Post 16 Offers received by year 11 and year 12 learners
- September and October – Actual destinations of year 11 and year 12 leavers.

- 2.6.2 The IOD return forms part of schools' statutory duties in relation to the September Guarantee and helps to ascertain which young people may not have an offer of learning for the following September and they are then invited to either participate in the Moving On Project and or invited to the Next Steps Event in August. It also provides an indication of which schools do not have an adequate CEIAG strategy, may not be providing appropriate IAG to young people, or do not have a robust system for tracking destinations, thus increasing the risk of young people becoming NEET.

- 2.6.3 Despite these significant efforts, feedback suggests that many of our young people are still not receiving good quality CEIAG in the city's educational settings.

- 2.6.4 The Leeds Skills and Talent Plan sets out an ambition to put children at the heart of our education system and our plans for inclusive growth. Fundamental to doing so is providing young people with the right IAG to make informed choices about their future, a need which the development of a Young Person's IAG Charter seeks to support.

3. Main issues

3.1 Creating a sense of entitlement and expectation through a Charter

- 3.1.1 The proposal to develop and promote a Young Person's Charter is reflective of the Council's limited capacity to intervene in this area. However, in keeping with the principles of the Commission for the Future of Local Government, where we may not have a statutory duty to act we may still have a rationale and even a mandate to do so if the city's needs are not being met.

- 3.1.2 The proposal to create and promote an IAG Charter reflects feedback gathered in the course of the development of the Leeds Talent and Skills Plan, as well as evidence provided more generally by young people, parents, carers and guardians, employers, and IAG practitioners, that:

- young people, parents, carers and guardians would find it useful to have a summary of what they are entitled to and can expect from CEIAG, rather than just being 'given' CEIAG which their educational settings choose;

- employers would find it useful to make young people in particular aware of the expectations on them as they enter the world of work – the values and behaviours that employers are looking for in their workforce;
- IAG practitioners and school leaders would find it useful to understand what employers are seeking, and to highlight key areas which the city can support them to deliver to young people; and
- While there are limitations on the Council to directly prescribe CEIAG activity, and to support it through some of the mechanisms set out in Section Two, further facilitation of efforts to improve CEIAG would be welcome.

3.1.3 The Charter seeks to create a sense of entitlement and expectation from young people, and those who influence them, of what CEIAG should be provided to them. Young people can then compare this expectation with the reality, and hold those responsible for providing it to account when it is not met.

3.1.4 The principle of meeting unmet demand, and creating a sense of expectation and entitlement in young people, is something the Council is already doing in promoting apprenticeships. The annual Leeds Apprenticeship Recruitment Fair, attracting thousands of visitors, is an example of how the Council has worked outside of existing mechanisms for engaging with young people, such as schools, to meet a considerable appetite in the city to know more about apprenticeships. Operating on the same principle, the Apprenticeships Industry Insight Programme, where the Leeds Apprenticeship Hub hosts a range of employers talking about opportunities in their businesses, attracted 600 attendees in November 2017.

3.1.5 That entitlement is not without responsibility. The Charter also features expectations on young people from employers as they enter the world of work – the values and behaviours that they are looking for in their workforce. This will help young people understand their responsibilities and encourage them to think about, and develop, these values and behaviours.

3.1.6 Our hope is that all of the city's schools and colleges will sign up to the Charter and pledge to implement it in their organisations. We do recognise that many schools do wish to provide CEIAG to a high standard, and are constrained from doing so by circumstances outside their control. The Council will continue to work with schools through the mechanisms set out in Section Two, as well as:

- lobbying for further improvements to the CEIAG system nationally and through devolved responsibilities;
- exploring how young people can more effectively and efficiently access work experience and placements – particularly in the light of the requirement within T-levels for students to undertake significant work-based activity;
- working with West Yorkshire Combined Authority to improve the quality of careers provision by developing 'careers clusters' to share resources in improving awareness of the local labour market and the wider region's labour market, and supporting school and college leaders in a whole-school approach to plan and deliver careers provision. We will also lobby for the funding of Careers Hub, focused on groups of young people and areas most in need of targeted support, to help deliver improvements in social mobility.

3.2 Principles and key elements

- 3.2.1 This report has already set out how the Charter responds to changes in strategy, legislation, and guidance for schools relating to CEIAG. It is important to note that the Charter is also reflective of Leeds City Region Enterprise Partnership and West Yorkshire Combined Authority ambitions to improve the provision of CEIAG, especially the current Careers Campaign which features a Careers Pledge. This pledge has been referred to in the design of the IAG Charter to ensure coherence and consistency for young people in the city and city region.
- 3.2.2 The Charter, as with all of our activity in support of improving CEIAG, also recognises and complements the work of organisations such as the Careers and Enterprise Company, in particular the Enterprise Advisers Programme which operates across the Leeds city region.
- 3.2.3 Finally, much of the recent emphasis on CEIAG has focused on the importance of enterprise and employer engagement with young people and on Gatsby benchmarks Five to Eight. Exposure to the world of work is essential but there is a long overdue need to increase the focus on Gatsby benchmarks One to Four concerned with the use of information to inspire and inform education pathways and career choices linked to curriculum learning, and the Charter explicitly addresses activity that will contribute to this ambition.
- 3.2.4 The contents of the Charter are set out in full, below. Given the intention is that a sense of entitlement is created in the city's young people, it addresses them directly
- As a young person (including young people in alternative provision, and young people with Special Educational Needs) in Leeds you should have access to impartial, independent and personalised careers education, information, advice and face-to-face guidance from year 7 onwards
 - You will be able to access a range of education and training providers in years 7 to year 13 to learn more about approved technical education qualifications or apprenticeships
 - You will receive seven encounters with employers, including Science, technology, engineering, and mathematics (STEM) employers, with at least one each year from year 7 to year 13 – and you will have completed at least 100 hours experience of the world of work, in some form, by the time you reach school leaving age. This may include career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, work shadowing, work experience/supported work experience and other relevant activities. Employers in the city will support you and your school to achieve this
 - You will have access and support to understand up-to-date, user-friendly labour market intelligence/information (LMI) about the city and the city region, helping you to make informed choices about your future
 - LMI and information about the world of work will be embedded into the curriculum, making learning more relevant to your future career
 - Your secondary school/college will have an explicit CEIAG policy, available on their website and provided to parents of all new starters, which sets out how they will deliver the above. The policy will be clearly aligned to the Gatsby Benchmarks which set out what good CEIAG should be

- The policy will be reviewed and approved by the governing body at least every three years. All schools and colleges will also report annually to parents on delivery of the policy
- Your school/college will have a clear approach and commitment to supporting teachers to access Continuing Professional Development (CPD) relating to CEIAG, including engagement with industry and accessing labour market intelligence
- Your school/college will have a governor with designated oversight for ensuring the institution supports all students to access CEIAG, and a nominated Careers Leader dedicated to CEIAG activity
- Your school/college will participate in the Council's free of charge IAG Network, which provides IAG leads with up to date information and advice on CEIAG matters
- Your CEIAG activity and other elements of your careers and employability journey should be captured in a personalised digital portfolio. This will provide a strong foundation for young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and support their careers activities with employers

- Employers will be involved in the CEIAG that you access throughout your school life. Some of the things that they will expect from you are:
- Being punctual, well-presented, and keen to learn
- To have done some research about the company providing the experience. What sector do they work in? What are the key things they look for in their employees?
- To reflect on the experience afterwards and think about what impact it has had on you. Are you more interested in a career with that employer or similar employers in that sector? Is there anything that would have improved the experience?

- Employers have told us that some skills can be taught once you are in work but they do need and expect you to have a number of attributes and skills to help you make a good start and progress:
- Personal attributes
 - Being punctual, well-presented, and keen to learn
 - Be organised and professional with the personal integrity needed to 'do the right thing'
 - Communicate confidently and be able to work in teams
 - Resilience - being positive, flexible and curious with the imagination to explore and adapt to different situations
- Key Skills
 - Core literacy and numeracy skills
 - Digitally literate with the ability to explore, understand and report on data
 - Creativity and critical thinking to problem solve and design solutions

3.3 Implementation and next steps

- 3.3.1 The Council will promote the Charter to all of the city's schools and colleges, encouraging them to sign it and pledge to implement it fully. The draft Charter has already been shared with secondary school head teachers.
- 3.3.2 We will promote the Charter to young people through a social media campaign, through Leeds Pathways, and the annual 'Atypical Admissions' letter. We will also promote it through the Leeds Apprenticeship Hub's school engagement programme – which engaged with over 4,500 young people in our schools in 2017/18. We will also provide training providers and employers with the Charter and ask for their support in promoting it as they engage with young people, especially in educational settings.
- 3.3.3 A detailed implementation plan will be developed subject to the decision of the Executive Board. This will include a communications plan aimed at raising awareness of the Charter among young people and their parents, carers and guardians, promoting its adoption by schools and learning institutions and highlighting best practice; and signposting all to a range of tools and resources and further support available across the city.
- 3.3.4 The impact of the Charter cannot be measured directly. However, improvements in CEIAG should be evident, in the medium to long term, in reduced numbers of young people not in education, employment and training, in reduced rates of drop out from a range of post-16 destinations, and ultimately in labour market indicators such as productivity and sector shortages.
- 3.3.5 The Employment and Skills service will report annually on the implementation plan and the take-up of the Charter as part of the monitoring of the impact of the Leeds Talent and Skills Plan.
- 3.3.6 Future work will also seek to assess employers' experience of engagement with schools and their students and how we can best support both to add value with a particular focus on the increasing requirements for work placements / work based activity.

3.4 Inclusive Growth, Culture and Sport Scrutiny Board Inquiry

- 3.4.1 Following its consideration of the draft Inclusive Growth Strategy and the Leeds Talent and Skills Plan, the Scrutiny Board decided to undertake an inquiry into IAG provision in Leeds. The inquiry terms of reference were agreed by the Board in January 2018 and focused on the quality and accessibility of IAG provision in Leeds and informing the development of an IAG Charter for young people against a backdrop of recently introduced legislation and statutory guidance on the provision of careers advice.
- 3.4.2 Following 3 working group meetings involving partners, the Board recently concluded the inquiry and formally considered and agreed the inquiry report recommendations at its meeting in March. A copy of the Board's final report is attached at appendix 1. The Board's inquiry has helped to develop a wider understanding of the challenges around delivering IAG and the opportunities for change and there are a number of specific recommendations relating to the production and dissemination of the Charter.

3.4.3 Recommendation 3 of the inquiry report is for Executive Board to consider.

Recommendation 3. That the Executive Board supports the development of a Young Person's IAG Charter for Leeds to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them.

3.4.4 The other recommendations falling to the Director of City Development to consider in conjunction with the Director of Children and Families are summarised below. These require action to ensure that :-

- key resources promoting employer engagement, educational pathways and careers are promoted amongst schools and also directly to young people and parents using all available mechanisms and services outside of the school setting.
- a greater dialogue is facilitated between local schools and the business sector to secure greater commitment towards working collaboratively in meeting the Gatsby Benchmarks around employer engagement and experiences of workplaces and developing a best practice approach
- engagement with young people to inform the format of the charter to meet the needs of the target audience
- a branding and a promotional campaign is developed to promote the charter using language and communication technologies that resonate with young people, as well as targeting parents and carers too.
- best practice locally is highlighted and promoted widely
- further lobbying seeks to secure improvements to the careers IAG system nationally, particularly surrounding the formal compliance framework and the role of Ofsted, and through devolved responsibilities.

4. Corporate considerations

4.1 Consultation and engagement

4.1.1 The Calls to Action in the recently approved Leeds Talent and Skills Plan includes Putting Children at the Heart of the Skills Plan. This includes specific actions to improve careers education, information, advice and guidance to support young people make informed choices about their learning pathways and future careers. A considerable amount of feedback relating to CEIAG and transitions to work was received in the course of the development of the plan and during the consultation period from both learning providers, employers and business intermediaries. This feedback has been used to inform the proposed Charter and this report.

4.1.2 The Inclusive Growth, Culture and Sport Scrutiny Board has supported the development of the IAG Charter through an inquiry into IAG provision in Leeds, with input from members of the Children and Families Scrutiny Board. The following individuals / organisations attended the working group meetings and provided valuable contributions which have informed the Charter:

- Voice Influence and Change Lead, Children and Families;
- Sufficiency and Participation Lead, Children and Families;
- Head of Business Representation & Policy, West & North Yorkshire Chamber of Commerce;

- Deputy Principal, Leeds College of Building;
- Principal and CEO, Leeds City College;
- Headteacher, Ralph Thoresby School;
- Deputy Principal, Co-operative Academy;
- Careers Lead, Pudsey Priesthorpe School;
- Aspire-Igen, IAG officer

In addition, information on the proposed charter has been shared with all high schools in Leeds.

- 4.1.3 The Executive Member for Employment, Skills and Opportunity attended all sessions of the inquiry. The Executive Member for Children and Families has also been consulted.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 The Young Person's IAG Charter sets out the entitlement of young people in Leeds to effective IAG regardless of their race, gender, or any other characteristics.

- 4.2.2 We recognise that there are particular challenges for young people within our most disadvantaged communities in accessing effective IAG, whether this be through school/college, and also in their family and community networks. There may also be some young people who because of particular characteristics e.g. learners with special educational needs and disabilities (SEND) do not have equality of opportunity to access effective IAG, or require additional interventions in order to access it appropriately.

- 4.2.3 The Council is working with these groups through a range of methods, and will strive to ensure that all of our young people are able to access the IAG services to which the Charter entitles them. This commitment is explicit within the Charter.

- 4.2.4 An Equality, Diversity, Cohesion and Integration screening has been undertaken to ensure that the ambitions of the Charter are reflective of the Council's equality and diversity principles. As the Charter does not involve specific policy changes there are no further and specific screening requirements.

4.3 Council policies and best council plan

- 4.3.1 The recommendations in this report support the Council's Best City vision and ambition, 'Leeds...A Strong Economy and Compassionate City', specific Best Council Plan (2018/19-2020/21) Outcomes 'to do well at all levels of learning and have skills for life' and 'earn enough to support themselves and their families', and the Best Council Priorities of Inclusive Growth, Child-Friendly City, and Culture.

- 4.3.2 The recommendations also support and are closely aligned to the Leeds Talent and Skills Plan call to action of putting children and young people at the heart of the Plan, the Leeds Inclusive Growth Strategy, particularly the priorities of the IGS relating to 'people' and 'productivity', and the Leeds Health and Well-being Strategy, particularly the priorities relating to a more representative workforce through improved health and work.

4.4 Resources and value for money

- 4.4.1 The recommendations set out in this report do not have any financial implication for the Council in terms of implementation. In the medium to long term, it is reasonable to expect that improvements in CEIAG should result in positive economic outcomes through reduced numbers of young people not in education, employment and training, in reduced rates of drop out from a range of post-16 destinations, and ultimately in a more efficient local labour market.

4.5 Legal implications, access to information, and call-in

- 4.5.1 There are no legal implications arising from this report. This decision is subject to call-in.

4.6 Risk management

- 4.6.1 There are no operational risks falling directly to the Council as a result of the decisions set out in this report.

5. Conclusions

- 5.1 Good quality careers education can raise the aspirations of young people. It can increase motivation by linking activities in school with preparation for life post 16 and post 18 by helping them to focus on their longer term career ambitions and make informed choices about academic and technical qualifications and pathways.
- 5.2 Continuing to drive and support improvements in the city's IAG offer to young people, increasing their knowledge and experience of the world of work, is a key focus for action in the Leeds Talent and Skills Plan. This is aimed at ensuring that all young people can make informed choices about their education and training pathways that will enable them to access and sustain employment.
- 5.3 The adoption and promotion of a Young Person's IAG Charter will foster a sense of entitlement and expectation from young people, and those who influence them, of what CEIAG should be provided to them. Young people can then compare this expectation with the reality, and hold those responsible for providing it to account when it is not met. Ultimately this will lead to improvements in the provision of CEIAG that will serve the young people of the city more effectively.

6. Recommendations

- 6.1 Executive Board is asked to:-

- a) Agree Recommendation 3 of the Scrutiny Board (Inclusive Growth, Culture and Sport) report that the Executive Board supports the development of a Young Person's IAG Charter for Leeds to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them.
- b) Endorse the implementation of the Charter, including promotion to young people, and the ongoing monitoring of impact.

c) Note that Head of Employment Access and Growth is the officer responsible for the implementation of this decision.

7. **Background documents²**

7.1 There are no background documents.

² The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.