

TOOLKIT AND GUIDE FOR PROVIDING ENHANCED CAREERS SUPPORT FOR LOOKED AFTER CHILDREN





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SECTION 1

Introduction to the toolkit and the impact of using the toolkit with Looked after Children based upon the Careers and Enterprise Company funded project in South Gloucestershire.

This toolkit has been developed to support other local authority areas to implement further ways to support the career needs of Looked After Children.

The toolkit consists of a range of resources developed to aid the implementation of a project delivered in South Gloucestershire to enhance the career conversations within the PEP process.

The toolkit consists of the learning captured and impact from the project, the resources used in the project and a video. The video illustrates both the challenges of career decision making for looked after children and the impact of the project from a range of views including care leavers, looked after young people, a school involved in the project and the virtual school head.

We do hope you find the toolkit useful to audit where you are now with your enhanced careers support for looked after children and to help you get where you would like to be within this area of support.

The Project context, its development and outcomes

The project idea to develop a way of building an enhanced career conversation into the PEP was the idea of the Head of the Virtual School in South Gloucestershire, Steve Claypoole.

His vision was that if we could find a way of preparing looked after young people to fully understand and consider their career ideas, options and future goals then the current conversation in the PEP around future plans would be much more robust. This would allow a much more young person led conversation and bring together key people who could further support the career development of the student.

This project idea and vision was supported by the Career and Enterprise Company through its HIP funding and facilitated on the ground by the local career hub - The West of England Combined Authority.

THE TOOLKIT
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A project team was established, and a development plan agreed to move the vision forward.

The plan was to develop a PRE-PEP careers conversation that would help the student understand more about themselves, their options and choices and what further support they may need to achieve their career goals.

In the next section we will explain stage by stage how this was achieved however as an overview to this the project started by engaging local schools through some launch and consultation events and then from these events we developed the idea of a PRE PEP careers conversation that would happen before the main PEP to gain more focused careers support from the main PEP.

We delivered key training events with career leaders and designated teachers in schools and followed this up with on-going support to enable the schools to plan and implement the PRE-PEP.

This approach also fitted well into schools' assessment against the Gatsby benchmarks in particular benchmark 3- meeting the needs of individual students.

The project ran over a 12month period and concluded with evaluation of distance travelled by the students who were ins scope, evaluation conversations with designated teachers and career leaders and feedback from young people.

The main findings of the project are as follows:

- Having a PRE-Pep Careers Conversion prior to the main PEP meetings enhanced the young people's ability to articulate their career aspirations and ideas within the main PEP.
- Having a more robust careers conversation in the main PEP resulted in more focused actions to further support the career needs of looked after students. The secondary impact of this was that other key professionals involved in the PEP developed a greater understanding of careers as a meaningful process to support the aspirations of looked after children.
- The project developed much closer links in schools between career leaders and designated teachers ensuring a more effective follow up of information on individual student career development needs.
- Jointly training career leaders and designated teachers in career related learning and how to use a PRE-PEP careers conversation was beneficial although sometime challenging to get everyone together at the same time.

HAVING A MORE
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- The development of a range of templates to meet individual needs is useful as some LAs may want a more simpler framework whilst others might want to measure more robustly the impact of current careers provision against key benchmark headings. The other consideration here is the career journey a student might be on across key stages and how these impacts on the kind of career conversations you have with the student.
- As the project involved a clear evaluation strategy and methodology gaining clear information sharing and data management protocols is vital in the smooth implementation of such a project

Further information can be found in then main evaluation report.

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SECTION 2

A STEP-BY-STEP GUIDE TO IMPLEMENTATION AND THE USE OF THE RESOURCES

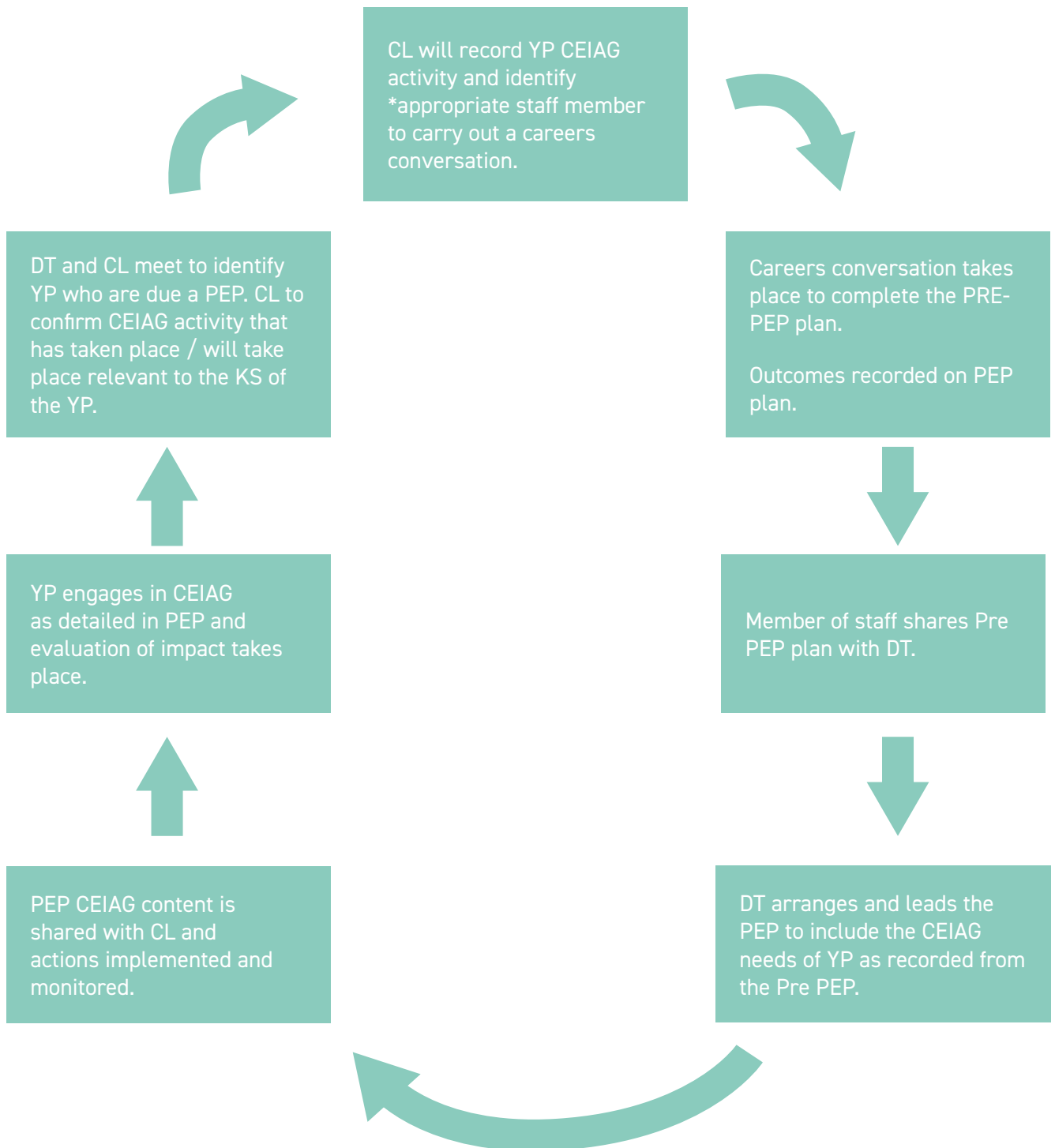
The project implementation was based on the main idea of finding a way of amplifying the young person's voice within the main PEP around their career needs, goals and ambitions.

The decision the project made at a very early stage was to develop the idea of holding a PRE-PEP careers conversation with the student to explore career options, assessing career learning to date and to help with future exploration, opportunities and planning to meet career goals.

- **Stage 1** of the process is to ensure that career leaders and designated teachers meet to discuss the students who have PEP due.
- **Stage 2** is where career leaders plan to hold / or ask a career adviser to hold a PRE-PEP careers conversation with the student. This is then captured on a template.
- **Stage 3** is where the career leader feeds back the PRE-PEP conversation to the designated teacher who will then use this within the main PP meeting to talk with the student about their career learning and goals.
- **Stage 4** is where the career ideas and action relating to the further career learning of the student is recorded and fed back to the career leader.
- **Stage 5** is where the career leader looks at these actions and the further career needs of the student and build this into the planning of career learning either as part of the main careers programme or tailored support. This is where the virtual school could also be brought into the conversation on what they could do to support the career need of the student.
- **Stage 6** is where impact measures and a review of how well the actions and future activities has met or will meet the needs of the student.

This is illustrated in the process flow map on the next page.

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SECTION 3

LINKS TO RESOURCES AND ACTIVITIES TO SUPPORT THIS PROCESS.

We have developed a series of take aways and resources for anyone to use to support the implementation of the approach the project took.

The resources and material can be adapted to meet individual authorities needs or existing systems and you will find below a list of the resources and how they can be used.

These resources are part of this toolkit:

Resources 1: Developing a PRE-PEP careers conversation – Training workshop slides.

This resource can be used to support the development and implementation of the PRE-PEP careers conversation. The target audience for the workshops are Career Leaders, Designated Teachers, other professionals involved in the PEP.

Resource 2: The PRE-PEP Career conversation framework. There are 2 versions of this resources. Version 1 is a more in-depth template to use if you would like to capture learning from the current careers offer and version 2 is a shorter template to capture the PRE-PEP careers conversation only and feed into the main PEP.

Resource 3: Career Activity Grid. This is a useful resource if you are looking at what types of career activity and career learning you might want to consider as either part of the main career programme or to support the individual needs of looked after students.

Resource 4: Career Related learning PowerPoint. This is a set of PowerPoint slides to enhance the learning of participants around key frameworks of career related outcomes.

We have used the CDI framework here to illustrate an effective career development framework. Our thanks and acknowledgement to the CDI for these slides.

This is a useful set of slides if career leaders wanted to deliver some CPD to other colleagues in school to illustrate some of the key areas of career learning within a useful framework.

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There is strong evidence that when all school staff see themselves as “teachers of careers” whether through subject topics, tutor support, PSHE support, or other pastoral roles the career learning and experiences of students is more joined up and impactful.

This is really important for looked after children who may “slip through the net” of a discreet careers programme of learning.

Resource 5: Influencing others. This resource is helpful in developing some further skills that may help in engaging people in this area of work. The skills of influencing, persuasion and negotiation may be critical in getting key people on board with the PRE-PEP careers conversation.

Resource 6: Stakeholder mapping documents. These documents can be helpful when looking at who needs to be included in the development of the PRE-PEP career format and its implementation. This can be useful when looking at consulting with key people who are impacted by the idea.

Resource 7: One to One career support. This includes a series of support material for working on a one-to-one basis with a looked after students to explore their career ideas and to help motivate them towards their career goals.

The handouts include:

- Suggested questions to clarify and explore career goals.
- Information and ideas around using a coaching model and goal setting model with looked after students.
- Motivational questions
- Supporting looked after young people through change.

Anyone who finds themselves working on a one-to-one basis with looked after children in order to help develop their ideas will find these handouts useful to support the career conversation.

Resource 8: Some useful websites. This resource is a list of useful career related information websites. If you are not familiar with a range of career related information that can help students plan and develop their career ideas these websites can help.

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SECTION 4

WHAT NEXT TO ENABLE YOU TO IMPLEMENT THE PROJECT OUTCOMES AND LEARNING.

If you want to implement your own approach to developing a PRE-PEP careers conversation you might want to use some of the resources and ideas in this toolkit.

Your starting point could be to use a stakeholder mapping grid to work out who you need to involve in the development of this area of work.

This would allow you to start to establish key lines of communication with some or all of the following:

- Looked after young people.
- Virtual school
- Other schools in your patch
- SLT's
- Designated teachers
- Career leaders
- SLT's
- Other staff in school
- Other professional involved in the PEP.
- Carers

This is not a complete list, and you will want to add your local structures to this.

The resources in this toolkit will allow you to replicate as well as modify the process that we used in order to meet the individual needs of the looked after children in your locality.

The resources are also supported by an insightful video of the experiences of the range of stakeholders involved in the project. It is really interesting to hear the voice of young people on what they need and what can and has helped their career development and aspirations for the future.

John Walker
Project Manager

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