

# THE CALDERDALE POST 16 LEARNING, EMPLOYMENT AND SKILLS STRATEGY

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**Inclusion    Ambition    Collaboration**

September 2022



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**Inclusion    Ambition    Collaboration**



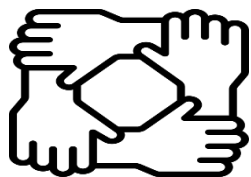


# The Calderdale Post 16 Learning, Employment and Skills Strategy

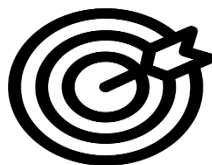
## Introduction

Calderdale Council and its partners have the highest ambitions for children and young people. Through this Post 16 Learning, Skills and Employment Strategy the partners set out the priorities and actions required to ensure all young people are on a clear pathway to fulfil their potential. The strategy will help ensure that young people can access the necessary opportunities and support to secure a strong foundation in the Calderdale economy.

### ***The Strategy is based around 3 underpinning themes:***



**Inclusion** – All young people in Calderdale will be able to access Post 16 opportunities that meet their capabilities and aspirations. Young people will influence the provision and support available to them and will always be treated with kindness and respect.



**Ambition** – Young people in Calderdale will be encouraged and supported to be ambitious, unique, to pursue their dreams and to solve problems. Partners will focus provision on what young people “can do” with the result that young people are happy and ready to succeed.



**Collaboration** – Partners in Calderdale will collaborate so that young people get the very best that is available. Innovative programmes, effective employer engagement, family and wellbeing support and outstanding practice will ensure that young people have the skills and resilience to be successful for life.

### ***... and 6 Priorities***

**Education Recovery** – including actions to address: disrupted education, digital inclusion, preventative Not in Education, Employment or Training (NEET) work and post 16 transition.

**Flexible Provision** – including measures to: increase below level 2 provision and re-engagement activity for NEETS, carousel programmes, extended work experience, and personalised provision for extremely challenging young people.

**Talent Retention** – including actions to boost: progression into higher level apprenticeships at 18, employer sponsored Higher Education routes, programmes to encourage young people who want to stay in Calderdale, structured and paid internships, and early career action plans.

**Closing the Gap** – including programmes: that intervene earlier to improve post 16 progression and outcomes; to encourage collaboration across pre and post 16 institutions; supporting alternative provision and targeted work experience and that increase the employment rate for young people who have had an Education, Health and Care Plan.

**Employer Engagement** – including: supporting sector based programmes; promoting widespread labour market understanding; driving apprenticeship growth and improving the quality and quantity of employer engagement overall.

**Careers in a Changing World** – including actions to: improve and increase careers education programmes in the primary phase, embed cross-curricular and key stage core skills programmes, increase enterprise programmes and awareness of self-employment, promote opportunities in sustainability and “green” occupations, and establish connections between labour market intelligence and young people, parents/carers and educational settings.

**Post 16 Learning, Employment and Skills** performance in Calderdale has many strengths and lots of opportunities exist to develop and improve. However, there are also some systemic weaknesses and threats from external forces that need to be addressed. The strategy recognises the uniqueness of the district and all the geographic, demographic and historical factors that make it such a compelling place for people to live, work and play. The strategy supports the ambition for Calderdale to be at the forefront of sustainable economic development, to be innovative and collaborative and to ensure that all people are included and treated with kindness and respect. The strategy encourages young people to be

unique and to relish all the opportunities that arise from its diverse economy, its beautiful places and its strong learning, employment and skills infrastructure.

The strategy is required in order that partners in Calderdale can plan effectively to meet new and emerging challenges and opportunities in the borough. In general, young people who reside in Calderdale can access a wide range of good quality Post 16 learning, skills and employment provision and programmes. Post 16 progression and attainment are broadly positive and above regional and national averages. However, this is not consistent across all outcomes and for all groups of young people. There are also some concerning reversals in previously positive trends and a lack of re-engagement provision for young people who find themselves NEET.

Recovery from the impacts of the Covid 19 pandemic both academically, socially and in terms of young people’s health and wellbeing is a challenge which will not be rectified in the short-term. This strategy is dependent upon other programmes to address the Social, Emotional and Mental Health needs of all students in order that they can achieve

positive Post 16 destinations and outcomes. The strategy complements and will support actions identified in the existing Education Recovery Plan in the Developing Well Board and in the Inclusion Strategy Group.

The Post 16 qualification and curriculum landscape is facing changes some of which may have radical and disruptive effects both positive and negative. New qualifications, new statutory guidance regarding the provision of Careers Education, new pathways within the higher education / employer sector and the potential removal of many vocational study programmes will impact upon learning and skills settings and the Post 16 choices / pathways available to young people.

There have also been significant shifts in the Calderdale and wider regional labour market arising from Covid 19, the exit from the European single market and the current cost of living and trading challenges. Fundamental changes in economic sectors and ways of working need to be properly understood from the perspective of the skills needed in the future and the employment sectors which will be important to recovery and growth. Employers have a key role to play in

helping learning and skills providers, young people and their parents / carers to be aware of the fantastic career opportunities that exist in Calderdale and in the accessible labour market across West Yorkshire, East Lancashire and Greater Manchester.

Equally, the policy and commissioning landscape is shifting considerably. Devolution will bring new opportunities and threats for partners in Calderdale. The publication of the West Yorkshire Economic Recovery Plan and Employment and Skills Framework by the West Yorkshire Mayoral Combined Authority (MCA) requires that the borough be strategically aligned with these key drivers of regional spend and priorities. The strategy will also need to set out the priorities in Calderdale for future Shared Prosperity / Gainshare Funding.

Services and support programmes which work alongside mainstream providers of post 16 learning and skills programmes will also need to adapt to meet the changing needs of young people and employers. Support for the most vulnerable young people will be required more than ever if their outcomes are to improve and the achievement gap is to be closed.

In all of this, the needs and wants of young people must be given a prominent role in the design and delivery of the programmes which will determine their future success. The wider determinants of a young person's successful transition to adulthood are diverse and beyond the immediate control of the learning and skills settings they attend. However, collaboration and co-production across the entire system of children, young people and family services is crucial in improving outcomes. This strategy makes clear where further collaboration is needed and references the importance of work already in motion.

**Finally**, whilst the primary focus of the strategy is on progression into and out of statutory Post 16 learning, skills and employment programmes it is not limited to plans and actions in this narrow age banding. Successful progression into the labour market requires skilled and sustained support being available from an early age and continuing throughout statutory learning phases and into lifelong career management. In this context, the strategy references support that should be available at all ages of a persons' journey and which improve or build upon the post 16 phase. However, most of the priorities, actions and recommendations are aimed at young people aged 13 – 25

and are predominantly focussed upon best ensuring that young people gain core transferable skills, secure good employment in line with their aspirations and ambitions and can foresee a successful economic future. The Strategy references 24 actions to improve the provision of learning, employment and skills in the Post 16 phase. Several recommendations are also made in the thematic sections on Inclusion, Ambition and Collaboration. These recommendations relate to matters which will need to be considered by key partners in terms of the facilitators for delivery of the strategy. They outline infrastructure, partnership, funding and intelligence proposals which will optimise the implementation, oversight and evaluation of the strategy. The strategy, its themes, priorities and actions will be delivered through annual delivery agreements and will be overseen by the Employment and Skills Partnership and Inclusive Economy Board.

## STRATEGY SUMMARY

### Confident in Calderdale – Post 16 Learning, Employment and Skills Strategy 2022-2026

Calderdale Council and its partners have the highest ambitions for Children and Young People. Through this Post 16 Learning, Skills and Employment Strategy, the partners set out the 3 themes, 6 priorities and 24 actions required to ensure all young people are on a clear pathway to fulfil their potential by the time they reach the age of 25. The strategy will help young people access the opportunities and support to achieve their aspirations for the future and have the opportunities to build a successful career in a strong, local economy. It is a strategy based upon the uniqueness of the district and the strength of its people, heritage and institutions.

### Our vision

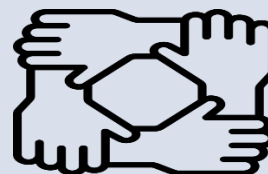
**By 2026 Calderdale will have an ambitious, inclusive and collaborative approach to Post 16 learning, employment and skills where young people fulfil their potential and progress into rewarding careers.**

#### Collaboration



Partners in Calderdale will collaborate so that young people get the very best that is available. Innovative programmes, effective employer engagement, evidence-based research and outstanding practice will ensure that young people have the skills to be successful for life.

#### Inclusion



All young people in Calderdale will be able to access Post 16 opportunities that meet their capabilities and aspirations. Young people will shape the provision and support available to them and will always be treated with kindness and respect.

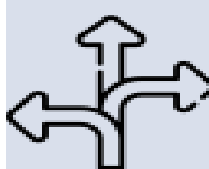
#### Ambition



Young people in Calderdale will be encouraged and supported to be ambitious, unique, to pursue their dreams and to solve problems. Partners will base their provision on what young people “can do” with the result that young people are happy and ready to succeed.



**Education  
recovery**



**Flexible  
provision**



**Talent  
retention**



**Closing the  
gap**



**Employer  
engagement**



**Careers in a  
changing  
world**

## The Calderdale Context

### District Information

Post 16 learning, employment and skills activity in Calderdale is delivered by a range of statutory and non-statutory bodies operating in the public, private and voluntary sectors. The majority are local to Calderdale, however, some regional and national organisations are instrumental in the funding, commissioning and delivery of relevant services and programmes.

Calderdale has 5 mainstream schools with sixth form provision. It has a sixth form college, a specialist sixth form provision for students with Education Health and Care Plans and a general further college. There are approximately 4500 young people in years 12 and 13 in Calderdale. Approximately 42% of these are educated outside of the district with significant numbers attending Post 16 settings in Huddersfield, Rochdale, Burnley, Leeds and Bradford. This migration is more reflective of the porous borders and ease of access / transport routes than any issue with the quality and range of provision available in Calderdale itself. Indeed, the provision within and outside Calderdale, experienced by most

young people, is of a very high quality and the outcomes for young people generally reflect this.

Young people aged 16-18 who reside in Calderdale achieve better post 16 outcomes than their peers in the rest of Yorkshire and the Humber and in England as a whole. The table on page 8 demonstrates that across a wide range of indicators – the district performs well. The data provided has been drawn from the Local Authority Interactive Tool (LAIT) produced by the Department for Education (DfE) or directly from the National Client Caseload Information System (NCCIS) – the statutory return provided by all Local Authorities to the DfE and detailing the activity of young people in years 12 and 13.

Notable achievements are:

- A level results at the higher end of the academic ability range
- The achievements of young people following applied and technical vocational subjects
- In the numbers of young people who progress onto apprenticeships
- In the achievements of more disadvantaged young people in accessing Higher Education.

There is a need to improve performance in:

- The achievement of level 2 and 3 qualifications by the age of 19 and particularly level 2 for more disadvantaged students
- The average point score per A level entry.

In addition, the following outcomes are applicable to the post 16 context:

- Calderdale is in Quartile 2 (Rank 45/150) 3+ A Grades GCE / Applied GCE A Level and Double Awards (3.4% above Y&H)
- Calderdale is in Quartile 2 (Rank 51/150) APS per entry – Best 3 A Levels (2% above Y&H)
- Calderdale is in Quartile 1 (Rank 35/150) % of students achieving AAB or better (6.3% above Y&H).



Key performance indicators	Leeds	Bradford	Wakefield	Calderdale	Kirklees	Y&H Average	England Average
HE progression	3	3	4	2	2	4	2
HE progression – FSM	3	2	4	1	2	2	2
NEET / Not Known	5	3	2	2	2	4	4
SEND NEET – Not Known	4	5	4	2	2	4	3
Level 2 at age 19	5	5	4	3	3	4	3
Level 3 at age 19	4	5	4	3	2	3	2
Apprenticeship progression	2	3	2	1	1	1	2
Level 2 at 19 – FSM	5	4	4	4	2	4	3
Level 3 at 19 – FSM	4	3	5	2	2	3	2
APS – Tech Level Quartile	2	4	2	1	1	2	2
APS – Applied General Quartile	3	1	4	1	2	2	3
A Level APS Quartile	3	3	3	3	3	3	1

Further analysis of data and intelligence is presented throughout the strategy and particularly in the thematic sections that set out the need to: support *Inclusion*, build *Ambition*, and act in *Collaboration*.

Much of the data relating to young people being NEET or Not Known remains volatile as the implications of the pandemic and subsequent recovery / recession and cost of living crisis continue to impact upon young people and the nature of provision in Calderdale. The same is true for data relating to outcomes at the end of key stage 5 because of the impact of teacher

assessed grades. However, the picture that tends to emerge is one of worsening outcomes for young people who are likely to face more challenges in the post 16 landscape in part due to multiple vulnerabilities. This position is compounded by the changing nature of provision in Calderdale. In particular, the significant reduction in provision that reengages young people and offers pathways below level 2, mainly because of the pandemic, has coincided with a time when this provision is needed more than ever. These matters are considered further in the Inclusion and Collaboration sections.

## Policy and Planning

The impact of the Covid pandemic, the UK's withdrawal from the European single market and the cost of living challenges on jobs has created further impetus to increase skills and boost employment. The Government has announced several schemes to achieve this such as the National Skills Fund, the Lifetime Skills Guarantee, Kickstart and digital boot camps.

The Skills for Jobs White Paper (Skills for Jobs: Lifelong Learning for Opportunity and Growth, Department for Education, January 2021) aims to increase momentum in the delivery of skills by:

- Increasing employer involvement in skills courses and better tailoring provision to local needs through the production of Local Skills Improvement Plans led by employers and co-ordinated through the Chamber of Commerce network
- Improving higher technical qualifications
- Integrating the role of Careers Education, Information, Advice and Guidance (CEIAG)
- Introducing a Lifelong Loan Entitlement



- Reforming accountability and funding systems and supporting FE teachers.

The Government's Levelling Up White Paper and Prospectus (Levelling Up the United Kingdom, Department for Levelling Up, Housing and Communities, February 2022) sets out the arrangements for the Employment and Skills (People) component of the UK Shared Prosperity Fund (SPF). The SPF will support flexible, employment and skills programmes targeted upon areas of

deprivation and groups of people experiencing or at risk of sustained unemployment and struggling with low or outdated skills. Much of the existing provision supported through the existing European Structural Investment Funds (ESIF) will come under the scope of the SPF, though devolution of funding and priority setting to city-regions and Mayoral Combined Authorities should result in more locally tailored programmes. It should be noted that the levels of SPF are currently below those devolved to West Yorkshire under the

ESIF programme and therefore the resources and capacity available to support employment and skills programmes may be less.

In terms of future skills needs, the analysis undertaken by the Skills and Productivity Board established by the Department for Education (Understanding Current and Future Skills Needs, DfE, May 2022) identifies a set of “core transferable skills” that are currently in high demand and likely to be so in the future. These include: communication skills; digital and data skills; application of knowledge skills; people skills and mental processes. The report also provides additional areas of high demand including the skills associated with being able to teach others and be a good learner, STEM skills, care skills and management skills. The report acknowledges the importance of government investment in these skills as the high levels of demand often acts as a disincentive to employers who recognise their transferability across sectors and to other employers.

The publication of revised statutory guidance on careers guidance (Access for Education and Training Providers: Statutory Guidance for Schools, DfE, June 2022) provides significant impetus for a number of actions within this

strategy. The guidance sets out a statutory requirement for careers guidance to be offered from year 7 onwards. It also stipulates that all schools (including Multi-Academy Trusts) will provide a minimum of six encounters with providers of technical education and / or apprenticeships phased equally over key stages 3,4 and 5.

The framework for Calderdale strategies and programmes stems from work undertaken by the West Yorkshire Mayoral Combined Authority (MCA) in leading the production of the Economic Recovery Plan (West Yorkshire Economic Recovery Plan, West Yorkshire Combined Authority, August 2020), the Employment and Skills Framework (West Yorkshire Combined Authority, June 2021) and the Future Ready Skills Commission (Future Ready Skills Commission: A Blueprint for a Future Ready Skills System, West Yorkshire Combined Authority, September 2020). These overarching policy frameworks will shape the commissioning of provision under the SPF as well as funding under the devolved Adult Education Budgets and Multiply programmes. They also provide the opportunity for provision in Calderdale to be tailored to some degree to meet the specific priorities of the district and to be aligned to its delivery

mechanisms, partnerships and governance / oversight.

In Calderdale, the Inclusive Economic Recovery Plan (Calderdale Council, March 2021) prioritises young people and understanding the effects of the pandemic on their health, wellbeing and education. Skills development and working with employers to review the skills and employment options is a strong area of the plan identifying that youth unemployment (18+) is volatile and needs addressing differently, and NEET young people (16-18) need personalised progression support. The Health and Wellbeing Strategy (Wellbeing Strategy, Calderdale 2022-2027: Living a Larger Life) has a specific goal for every 15 year old to have hope and aspiration and that all young people should have the support to establish themselves in good quality jobs with regular income. The Calderdale Education Recovery Plan (Calderdale Council, June 2021) commits partners in the learning landscape to reduce the inequalities that exist and ensure that every child / young person in Calderdale is successful, demonstrating fully their talents and being well prepared for their future stages of education. There are also specific ambitions in the Health and Wellbeing Strategy namely that an Increased % of Year 10 pupils feel happy

with what might happen to them in the future (60% in July 2021) and there is a smaller % of 15 year olds with low life satisfaction (28% in 2021). The recent review of alternative provision (pre-16) has highlighted stark inequalities in outcomes for vulnerable young people and the details around young people experiencing poor mental health, permanent and fixed term exclusions, violence and assault will be addressed through the renewed commitment to an inclusive Calderdale and the establishment of an Inclusion Strategic Group.

The importance of policy and planning, particularly at the local and MCA spatial levels, is addressed in the Collaboration theme and associated priorities. This strategy is deliberately flexible to allow for it to continue to be aligned to changes in policies and plans. This flexibility is also applicable to the volatile social, economic and labour market environment in which the strategy will be delivered and the cost of living challenges.

## **Themes and Priorities**

### **Inclusion – Supporting the most Vulnerable**

The key Post 16 institutions and stakeholders along with wider partners in Calderdale want to address the challenges arising from a significant and growing cohort of young people whose progression and future employment prospects are impacted because of having a disrupted education. Disrupted education is identified as a significant cause of educational under-attainment at Key Stage 4. It is a key indicator in the risk of young people having pro-longed periods of being NEET / Not Known aged 16-18 and unemployed from the age of 18-24. Whilst being a significant, limiting factor in the thwarted progress and achievements of young people, disrupted education is the result of wider, adverse experiences impacting upon the lives of young, namely:

- Discrimination on multiple grounds
- Poor health and undiagnosed / unmet support needs
- Being a care provider for dependent adults / siblings
- Living with domestic abuse

- Being a child looked after by a local authority and having experienced multiple school and residential moves
- Poverty / housing insecurity
- Involvement in the youth criminal justice system.

Ethnicity and the presence of certain cultural traditions can also contribute to educational disruption as can those young people who are electively home educated. Whilst such disruption may not be accompanied by the associated adverse experience / trauma, the experience still results in challenges to employment and training progression and under-attainment in KS 4 and 5 outcomes. Partners have defined “disrupted education” as being consistent attendance in KS4 and KS5 of below 70%.

We know that young people in Calderdale who have experienced a disrupted education are disproportionately represented in NEET and Not Known figures aged 16-18. They are more likely to drop out of Post 16 provision and are less likely to adapt to Post 16 learning environments and expectations. In addition to the disadvantage presented by the underlying causes of their reduced

attendance – the educational deficit means many lack the prior knowledge and study skills which are prerequisites for successful progression. The disconnect between educational experience and actual age means that access to an appropriate curriculum alongside peers is limited. The lack of formal attendance in pre-16 settings can often mean that learning and behaviour needs have not been identified, assessed and supported with the resulting impact on motivation, self-worth, confidence and mental health. Partners in Calderdale are concerned about the ability to meet the diverse needs of this group in a Post 16 context. These concerns extend beyond the ability to engage young people in recognised study programmes, apprenticeship or traineeship provision or to secure suitable employment with or without training. It also includes providing consistent, joined up and timely support to address the underlying personal, social, health, emotional circumstances and matters relating to housing, criminal justice etc. More importantly, the voice of these young people is often missing from the efforts of agencies to provide support. Beyond, the statutory offers of agencies and the limited resources and devolved flexibility to bespoke provision – young people currently have little influence over

what support they receive and little chance to specify what they would like and need. In part this is a result of a lack of system flexibility, years of funding reductions to statutory children's / youth services and the associated demise of multi-agency collaboration and accountability. It is also because the partners in Calderdale lack sufficient specialist, targeted engagement activity required to genuinely involve, empower, encourage and enact co-production. The inability either financially or within current policy frameworks to commission co-produced services is also a major reason. This strategy and the aligned work in the Inclusion, Education Recovery and wider Employment and Skills framework is crucial in addressing these systemic challenges and in unlocking the potential for local, tailored and effective solutions. In defence of the organisations in Calderdale commissioning or delivering services for young people there is a serious intent and growing ability to engage with young people. The voice of young people within this strategy bears testimony to this. The challenge, more often, lies in the ability to influence nationally determined programmes which determine most of the Post 16 learning, employment and skills provision available to young people. Understanding the

needs and wants of young people and the gap in provision is vital if the funding and programmes which can be shaped to local need are to be used to best effect.

Young people in Calderdale have experienced a disproportionate impact in terms of NEET / Not Known and Youth Unemployment with the most disadvantaged young people experiencing this impact more than others. Young people aged 16-25 bore the brunt of job losses (57% of all job losses) between April 2020 and April 2021. We know that long-term youth unemployment (18-24) has increased nationally during the pandemic and that Yorkshire and the Humber is the only region to experience an increase in unemployment rates for all young people 16-24. Calderdale had the highest proportionate increase in the number of young people unemployed between March 2020 and March 2021 (16-24) of all the West Yorkshire Local Authorities with the numbers of young people unemployed more than doubling (118%). Whilst the position has improved considerably during 2022 with a buoyant labour market and employer demand for young people – the situation remains volatile.

Current NEET data (16-18 year olds) in Calderdale demonstrates a clear and obvious gap in provision which has been compounded by the pandemic. There has been a significant reduction in the availability of flexible re-engagement and lower-level qualification provision (below level 2). Prior to the pandemic, Calderdale had over 10 such options should young people need to access it. Currently, there are 2 such providers. Percentage NEET figures, whilst largely lower than for 2021, were slightly higher than comparators in May. NEET rose steadily across the quarter until it reached 191 young people (3.7%) by the end of June 2022. The main reason for this is the lack of training or learning provision as courses end and academic progression options are not available until September. Only young people who are work ready and can find employment have moved into EET recently. Most young people finishing courses became NEET over the quarter. The participation in learning statistics provide further evidence of the current limited range of post 16 learning options in Calderdale. In learning rates are lower than last year by approximately 1% and when compared to the other regional and national indicators.

A comparison of data from Kirklees illustrates how provision targeted at those

who are not yet at Level 2, or who need more sustained support with their personal development, can make a positive impact and reduce NEET. At the end of June, the proportion of young people in FE or sixth form/sixth form college in both LA areas were similar, approx. 82% of the Year 12/13 cohort. However, the picture across below level 2 training and re-engagement activity was very different.

June 2022	Number young people	% yr 12/13 cohort
<b>Calderdale re-engagement</b>	7	0.14%
<b>Kirklees re-engagement</b>	63	0.58%
<b>Calderdale below level 2 training</b>	8	0.16%
<b>Kirklees below level 2 training</b>	53	0.49%

(Data from NNCIS, DfE, June 2022)

The table demonstrates that there are significantly more young people are in positive destinations in Kirklees because

lower – level and re-engagement provision is more available and varied. The largest contributing provision in Kirklees is the programme operated in Kirklees under the guise of the Employment Hub. This programme engaged 51 young people (16-18 year-olds) ensuring they were not included in the NEET figures. In Calderdale, the Employment Hub programme had no young people (16-18 year olds) on its provision. If a proportionately equivalent number of young people in Calderdale had been accessing the provision as had in Kirklees – the NEET figures in Calderdale would have been reduced by 22% from 216 to approx. 165 young people.

All the current economic indicators point to an emerging recession on the back of inter-related high levels of inflation, high energy and commodity prices, cost of living challenges and conflict in Ukraine and Eastern Europe. This strategy will need to deal with this ongoing volatility and it is vital that the partners in Calderdale have the data, intelligence and flexibility to react quickly and effectively to mitigate the inevitable impact upon young people. We know that a growing number of young people, during the first 6 months of 2022 have been entering “employment without

training” meeting an elevated demand from employers. Often, these young people have previously been NEET or have dropped out of Post 16 provision to earn. The risk is that these young people will be the first to be made unemployed when the labour market demand reduces and they will still lack the skills and qualifications which would support a more sustainable career.

Calderdale has also experienced a considerable reduction in the number of young people achieving a Level 2 qualification by the age of 19 reflecting what is considered locally to be an indicator of pandemic impact in terms of learner retention, lost learning and also a result of the aforementioned, structural changes in the Independent Training Provider market. The latest analysis (June 2022) of Calderdale data collected by C+K for the National Client Caseload Information System (NCCIS) highlights the disproportionate impact upon the most vulnerable:

- Significant growth in NEET numbers in the Youth Justice Service – 27.3% in October 2021 compared to 18.2% in October 2020
- 20.4% of Looked After Children are NEET

- Of the 177 NEET young people in Nov 2021 – 78% had not achieved a level 2 qualification and 22% had no qualifications
- Young people with SEN Support needs are twice as likely to be NEET
- 27% of NEET young people had reported mental health issues.

In terms of disrupted education – analysis of the 2021 year 11 cohort identifies 230 young people (8%) with attendance at 70% or below. Of these, 17% are currently NEET.

The emerging challenge to compound the existing, which will soon present local partners with greater complexity of need and numbers of young people presenting, is highlighted by the following intelligence presented to support the Calderdale Review of Alternative Provision:

- There has been a 44% in permanent exclusions in 2022 in Calderdale
- Fixed Term exclusions have risen by 112%
- Significant increase in fixed term exclusions for assault (57%) and use or threat or using a weapon (77%)
- 79% of permanent exclusion in Calderdale are eligible for Free School Meals

- 53% of permanent exclusions had SEND
- Only 1 permanently excluded pupil in Calderdale in 2020/21 was reintegrated into mainstream schooling
- 74% of young people placed in Alternative Provision in Calderdale remain in it for 24 weeks or more.

Partners in Calderdale recognise that there is a growing and potentially intractable issue facing young people whose progression into adulthood and gaining a firm foothold in the labour market is not as linear as most of their peer's experience. Whilst there has always been a small group of young people who have experienced disadvantage, discrimination and personal barriers – this group is growing and some of the solutions and choices previously available have disappeared. Additionally, the challenges facing young people, post pandemic are compounded and more complex. Whilst partners believe there are opportunities in the future to work with young people to commission appropriate education, employment and skills pathways – we need local, regional and national partners to collaborate to be able to scale what is currently working and to commission

provision and support for the gaps that exist.

The range of vocational options outside of recognised study programmes is limited and employment support services are struggling to support young people who need to explore a range of options to find the one that suits. Bespoke pathways, personalised support and joined up working exist but not at the scale and level needed now and in the future. There is a window of opportunity to address this ahead of opportunities arising from devolution, shared prosperity funds and growth in the SEND budget and partners are committed, through this strategy and aligned plans to do this.

Calderdale faces a challenging set of circumstances as it seeks to enact its Inclusive Economic Recovery Plan, its Health and Wellbeing Strategy, its Education Recovery Plan and Inclusion Strategy. There is the immediate issue of a significant growth in disrupted education, exclusions and young people facing anxiety and poor mental health. There is also a clear indication that the problem is going to be exacerbated over the coming years with all the “risk of NEET Indicators” (RONI) showing significant increases. The current response in terms of post 16 progression pathways and support structures is

struggling to cope with the immediate increase in young people needing to secure sustainable progression pathways and employment. The future challenge is significant and will not be met unless all local partners collaborate with young people and employers to shape and influence a more effective, flexible and coherent response.

These demographic, deprivation, pandemic and economic related challenges are mainly encapsulated in the Education Recovery, Closing the Gap and Flexible Provision priorities and the associated actions. The recommendations below should enable the Inclusion elements of the strategy and actions to be delivered more effectively and require some decisions to be taken / considered in the short-term to capitalise upon immediate complementary work and funding opportunities.

### **Recommendations**

1. The work to develop an Inclusion Charter and more inclusive practises across Calderdale education settings and practise should fully reflect the Post 16 context and have a clear set of principles applicable to: The Calderdale College review of its Foundation Learning offer; its

collaboration with Ravenscliffe on Post 16 provision: and the ambition to expand and diversify the Project Search supported internship programme.

2. Calderdale has pioneered a “5 day offer” for young people with an Education Health and Care Plan. This has resulted in more young people staying within the borough for Post 16 provision and considerable budget savings from reduced demand for out of area provision. There is an opportunity to take the same intensive, 1:1 support approach for vulnerable young people either NEET or most at risk when not actively engaged in positive, supervised activity.
3. The reconfiguration of the Calderdale Employment Hub is currently under way in order to secure Gainshare / Shared Prosperity funding through the MCA. This reconfiguration should address the need for young people who are NEET (aged 16-18 years) and require re-engagement and/or below level 2 provision. This will address a significant gap in provision for young people and will improve Calderdale’s overall NEET figures and national ranking.

## Ambition – Building Upon Successful Foundations

Calderdale has historically maintained low levels of NEET and Not Known young people. Performance has outstripped regional and national averages and has typically seen the district placed in the top 25% of Local Authority areas. Crucially, Calderdale has maintained very low numbers of young people whose Post 16 activity is “not known”. This means that whilst the young person is not currently engaged in employment, education and training (EET) they are known to local agencies and there is support in place for them to re-engage in positive EET activity. The table below provides historical and current data for Calderdale compared to the region, statistical neighbour authorities and the England average.

The Calderdale Council Children and Young People’s Scrutiny Board have undertaken detailed analysis of the district on NEET / Not Known and examination of the operations and contractual performance of C+K Careers as the provider of the Council’s statutory obligations for the participation of 16-18 year olds. Whilst headline performance does suggest good performance – there are issues (as highlighted in the previous section) with the NEET / Not Known outcomes for specific groups of vulnerable young people including: looked after children / care leavers; young people involved in the youth justice service and young people who have an Education, Health and Care Plan or additional support needs. NEET and Not Known performance can be better and by building upon the arrangements in place, the Council and partners can bring about some short-term measures that will improve performance. Longer – term, the ambition that the Authority has for all

young people to achieve their full potential presents the basis for partners to collaborate to bring about true post 16 inclusion and the ultimate goal of employment for every young person who wants it by the age of 25.

The data presented in the Introduction highlights the success the district has in terms of outcomes for young people who either follow Applied or Technical Vocational qualifications at level 3 or who take academic “A” Levels and achieve a grade profile of AAB or above. The district is in the top 25% of Local Authority areas across these 3 indicators. The achievements of young people in these categories points to a highly successful post 16 system delivering excellent outcomes across the vocational and academic pathways. This strength needs to be built upon so that more young people can take advantage of programmes that stretch their capabilities and fully maximise their potential. Aligned to extended enrichment programmes –

### NEET / Not Known Calderdale Comparison

	2017	2018	2019	2020	2021	2022
<b>Calderdale</b>	4.10%	3.90%	3.70%	3.90%	4.10%	3.50%
<b>Yorkshire and Humber</b>	5.80%	5.80%	6%	6.30%	5.80%	5.10%
<b>Statistical Neighbours</b>	5.30%	5.20%	4.70%	6%	4.60%	4.50%
<b>England</b>	6.00%	6.00%	5.50%	5.50%	5%	4.40%

(Data from NCCIS, DfE, May 2022)

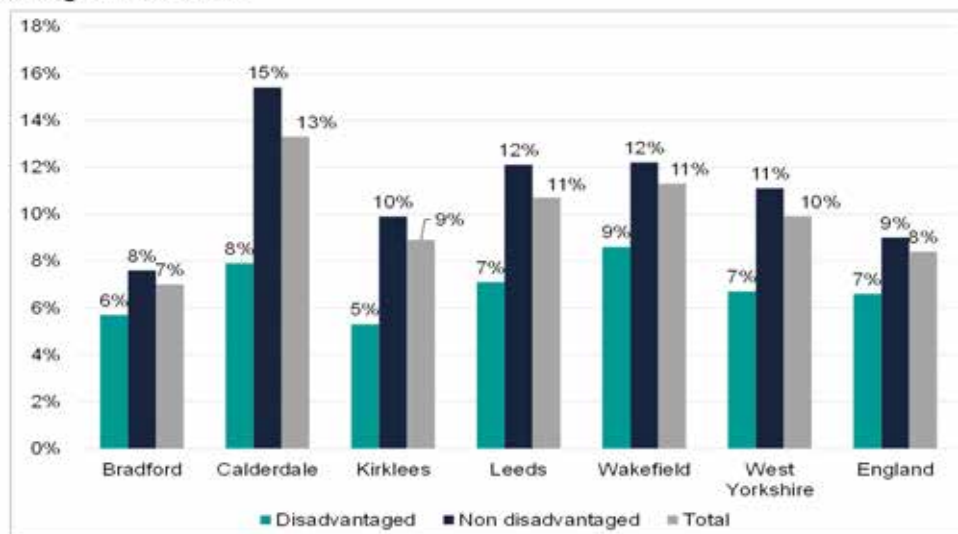
this teaching and learning excellence opens the highest opportunities in Higher Education and in the very best employers.

Calderdale also historically outperforms other areas in terms of young people entering Apprenticeships. Information about Apprenticeship opportunities is systematically communicated to young people and employers in the district enthusiastically develop apprenticeship opportunities to train and retain future talent. Importantly, the table below demonstrates that Calderdale is significantly outstripping other areas in terms of the number of young people taking up apprenticeships after following an initial study programme aged 16-18. This suggests that more young people are progressing successfully in to intermediate, higher and degree level apprenticeships. Again, this suggests that employers are investing in local, young talent and are being successful in persuading young people to follow alternative routes to higher level qualifications. This is fully in line with regional and local skills strategies and is an area of success for the district to build upon.

This demonstrable strength around employer engagement and investment in young people is an area where partners

## Calderdale has high entry rates into apprenticeships following 16-18 study

**Figure: % of pupils entering sustained apprenticeship following completion of 16-18 study by disadvantage status at Y11**



*Note: Analysis shows 2019/20 destinations for the 2018/19 cohort (state-funded mainstream schools and colleges).*

*Source: Department for Education.*

**West Yorkshire**  
Combined  
Authority

can capitalise and extend efforts. Discussions with employer bodies and post 16 providers suggests that growth in higher level apprenticeships is focussed upon digital pathways and routes into software development. The manufacturing, engineering, green economy and healthcare sectors are also influential in this regard and continue to need large numbers of skilled people to maintain its growth and market strength.

These areas offer opportunities, for highly paid, rewarding careers in local - global companies who play a prominent role in the Calderdale and local economy. The strategy proposes several areas where this employer engagement and curriculum development can further develop a pipeline of talent and enrich the educational experience of young people. In particular, the universal careers provision and infrastructure offers

the opportunity to bring greater engagement between businesses, schools and colleges to drive curriculum development and to inspire young people to train for and enter the careers of the future linked to the strengths and uniqueness of Calderdale and its place in the heart of the economy of the north.

Similarly, Calderdale has some of the highest rates of self-employment in the UK and a history of enterprise, business start-up and highly skilled and networked freelance workers. It is entirely likely that most young people in 2022 will be self-employed or have their own business at some point in their career. This likelihood needs to be reflected in the careers education, information, advice and guidance available to young people and be embedded in the wider lifelong employment and skills framework for the district.

The actions associated with these strengths and opportunities are encapsulated under the Employer Engagement, Talent Retention and Careers in a Changing World themes.

### **Recommendations:**

1. Young people have been engaged in the production of this strategy. Overwhelmingly, their feedback

emphasised how they want to be informed, have choice, be treated with fairness and respect and be allowed to explore their options and change their minds. It is important that young people remain involved in the delivery and review of this strategy and in the ongoing collection of intelligence with which partners can develop and manage effective programmes. It is recommended that the Youth Council consider and determine the ongoing arrangements for young people.

2. The Mid Yorkshire Chamber of Commerce will be developing a Local Skills Improvement Plan in the future and undertaking extensive employer engagement and consultation to do this. This provides the opportunity to take forward many of the actions which involve employers and which take advantage of their interest in developing and retaining local, talented young people. The North of England still experiences a significant loss of talent and many young people are either not engaged in the labour market or are under-employed / utilised. The opportunity for action with employers on these matters, via the LSIP is crucial. It is

recommended that resources within the learning, employment and skills field are devoted to support this dialogue and in supporting employers to deliver a greater ambition for young people in Calderdale which results in: higher employment rates for all and especially those with EHCPs; more apprenticeships especially at higher / degree levels; and young people who desire to being able to fulfil their ambitions in Calderdale and surrounding areas.



## Collaboration – Managing Shared Priorities and Interdependencies

The Collaboration theme recognises that the post 16 learning, employment and skills landscape in terms of policy, funders, statutory responsibilities, delivery partners and strategic stakeholders is very complex. Research by the Local Government Association (Work Local: Our Vision for an integrated and devolved employment and skills service, LGA, June 2017) forms a key part of the LGA Work Local campaign for “an integrated and devolved employment and skills service – bringing together information, advice and guidance alongside the delivery of employment, skills, apprenticeships and wider support for individuals and employers.” In the report the fragmented nature of existing arrangements, referenced to research undertaken in 2017, is presented as 17 separate funding streams, routed through 8 different departments or agencies spending over £10billion per annum.

The LGA report, reinforced by the MCA Skills Commission blueprint, clearly outlines that statutory responsibilities exist for:

- The provision of independent, impartial Careers Education,

Information, Advice and Guidance (CEIAG) (Schools / Colleges)

- The meeting of Gatsby benchmarks (Schools / Colleges)
- The reporting of student destinations (Schools / Colleges)
- The encouragement of all young people to progress and participate in post 16 education, employment or training (Local Authority)
- The guarantee of sufficient, good quality post 16 education and training (Local Authority)
- The tracking and reporting of the EET or NEET status of young people in years 12 and 13 and encouraging their re-engagement should they become NEET (Local Authorities).

The LGA Works local research theme has also identified significant structural and accountability failures in the current system. The main contributing factors for these conclusions include:

- Public investment: (a) austerity leading to significant reductions in LA delivered and commissioned services; (b) substitution and displacement effects of regional and national public investment; and (c) short-term nature of development funding

- Lack of Local Authority powers to commission new post-16 provision
- Diffused responsibilities across a wide range of organisations – fragmented provision and transition processes
- A focus on giving information/making plans in Y11/12 and schools acting as gatekeepers to services
- Challenges in developing consistent employer and education collaboration and no coherent or single approach to employer engagement
- Career education seen as a standalone activity focused on KS4/5 progression.

Whilst there is greater coherence in Calderdale because of the willingness to retain a universal “connexions” style careers service, the need for constant dialogue, shared planning and collaboration in terms of delivery is vital to present young people with the best chance of progressing successfully. The revised statutory responsibilities for careers guidance provides the impetus for pre and post 16 settings to collaborate to ensure that young people have the required exposure to post 16 pathways and options at an early age. The implementation of the new statutory guidance will require significant planning

and time to be devoted and the assistance of C+K to facilitate arrangements for young people, school career leaders and teams within colleges and other technical training / apprenticeship providers.

Alongside the compelling learning, employment and skills “complexity” case for collaboration, sits the fact that success in a post 16 context is dependent upon so many other strategies, services and plans being delivered effectively. Collaboration across all phases of learning and across spatial and strategic planning functions is vital if the outcomes for young people in Calderdale are to improve. The pandemic has clearly identified the importance of public health and the importance of a systemic approach to major challenges. The legacy of the pandemic in terms of education recovery and the increase in mental ill health requires a further systemic response to support young people effectively in their preparation for adulthood. The important work on the Developing Well strand of the Health and Wellbeing Strategy aligned with the work on Inclusion and Alternative Provision is of utmost importance in determining the success or otherwise of this strategy. Delivering on the targets to improve the way that young people feel about their

futures and having hope and aspiration will underpin sustained improvements in post 16 outcomes and the ability of young people to gain secure economic futures.

In the context of cross partnership collaboration and the ability to manage the interdependencies between strategy and delivery plans – timely and accurate data and intelligence is a prerequisite. Investment in the data and intelligence function for post 16 learning, employment and skills is imminent and will support the development of the wider Calderdale Employment and Skills framework. This is welcome and should be part of a borough wide strategy to improve data and intelligence about people and places which supports better commissioning. Calderdale has extensive partnerships, networks and digital infrastructure and an active commitment to coproduce. This capacity will enable a supportive data and intelligence capacity to develop and in turn will allow a clearer picture of need and impact to emerge.

The collaboration between settings and schools in the early years, primary and secondary phases in Calderdale is a real strength of the borough. Relationships between settings and the Local Authority are generally very good and school improvement strategies and cluster work is effective. Provision for pupils with

additional needs is very good and there are excellent relationships with parents, carers and local communities. These stable, improving and cooperative circumstances provide the foundation for needed improvements in collaborative methods to prepare young people for adulthood and economic independence. This is an area where Calderdale can improve and where both evidence and good practice and demand from young people and employers points to a need for greater collaboration across phases and on the development of skills that young people need in the future. The transition to a successful post 16 future is not facilitated for most pupils by a short intervention in key stage 4. Starting careers education in the early phases of education is important and providing benchmarks of quality in careers education in the priority phase is a pre-requisite. Young people want more information about choices in post 16 and want to be able to try alternatives without the fear and risk of “dropping out”. Curriculum reform in further education and the introduction of new T levels means that young people have greater choice and require information and guidance to understand these routes. Research undertaken by the National Foundation for Educational Research

(How aware are Schools of T Levels? A survey of Senior Leaders and Classroom Teachers, Suzanne Straw, NFER, March 2020) identified a significant lack of understanding and awareness amongst secondary school teachers and leaders of the content and assessment requirements of new T levels. There are actions within this strategy that will facilitate collaboration and teacher CPD. There must be a corresponding willingness to embrace this across the educational partnership.

Equally, all partners need to build upon the excellent relationships with parents and carers. Young people are heavily influenced by parents and rely upon them for support in their decision making. Working with parents and carers to better understand pathways and young people's aspirations will result in more informed and better decisions and should be a long-term, collaborative aim for partners.

Calderdale has a diverse, globally important and highly creative business base. Most companies are small or micro with only a handful of large businesses or business units of global groups. It has an above average number of manufacturing and engineering companies, a large public sector, a large financial services sector in terms of employment and a

growing and vitally important creative and digital base with strong links to film, television and music. Its cultural assets, geographic features and historical heritage provide a unique place-based tourism offer which supports a significant business base and employment in hospitality and related occupations. Its geographical location also requires careful environmental management and has led to a growing demand for sustainability to be at the heart of its economic, housing and spatial strategies. Calderdale embraces "green" led economic development and this is hugely important to its young people. Many businesses play an important role in shaping and supporting the wider partnership strategies for the borough. The numbers providing apprenticeship opportunities is exemplary and is testament to the work of the College, Council and employers working collectively. There is an opportunity to engage more businesses in supporting the ambitions in this strategy and in enabling them to improve choice, raise awareness of sector needs, support curriculum development and create the opportunities that young people can use as the stepping-stone to a successful career. The Local Skills Improvement Plan will provide a basis for this but will need additional resources dedicated to it

to facilitate meaningful, long-term collaboration.

***Collaboration is required across all the actions.***

## **Recommendations**

1. The newly formed Employment and Skills Partnership will provide the necessary oversight and leadership for this strategy – ensuring the governance link to the Council's accountability and scrutiny functions. From a partnership perspective, in order to manage the volatility in the external environment, it is recommended that dedicated implementation arrangements are established to lead and coordinate the delivery of this strategy and report accordingly.
2. Specific work is developed to better promote careers understanding amongst parents / carers and lessons from the West Yorkshire Combined Authority pilot – "Effective Transitions" are incorporated into any such programmes.



## Table of Actions

Education Recovery	Flexible Provision	Talent Retention	Closing the Gap	Employer Engagement	Careers in a Changing World
<b>1.</b> Introduce summer internship programmes to provide confidence building, aspiration raising and work experience for young people at risk of NEET and which address issues of mental health, anxiety and social isolation.	<b>5.</b> Ensure that all post-16 providers adhere to the Calderdale Inclusion charter and systematically share data on exclusions, leavers, transfers so that agencies and providers can meet immediate needs.	<b>9.</b> Increase the number of young people entering higher level apprenticeships at age 18 encouraging more employers to offer level 4 and 5 provision in conjunction with training providers and universities	<b>13.</b> Identify young people in “Employment without Training” category (inc. in Agencies) and incentivise level 1, 2 or 3 qualifications depending upon prior attainment.	<b>17.</b> Develop work related learning resources to support the embedding of careers activity in the curriculum and support alternative world of work experience programmes.	<b>21.</b> Establish a mechanism via Local Skills Improvement Plans to ensure real time data, intelligence and young people's voice on Post 16 employment and skills matters can immediately shape provision.
<b>2.</b> Develop academic enrichment programmes that enable young people from Primary age to develop the skills, experiences and confidence to compete for post 18 places at the world's best universities and employers.	<b>6.</b> Utilise Gainshare / Shared Prosperity Fund and AEB funding to develop flexible 16-24 reengagement, vocational “taster” and below level 2 programmes and prevent NEET.	<b>10.</b> Design a Confident in Calderdale campaign to retain young people in the borough who otherwise might leave and provide all young people up to the age of 25 with an Early Career Action Plan.	<b>14.</b> Extend the Project Search model of supported internships into new employers and enable more young people with EHCPs and specifically for those with Social, Emotional and Mental Health primary needs, to participate.	<b>18.</b> Encourage all employers with young people in “Employment without Training” category to convert their employment into an Apprenticeship	<b>22.</b> Develop quality Careers Education in the Primary phase; cross curricular skills shortage programmes across all key stages of learning; and programmes to meet the statutory guidance on access to schools for post 16 providers.
<b>3.</b> Target young people with disrupted education, poor mental health and other risk of NEET indicators for additional, post 16 transition support.	<b>7.</b> Develop extended work experience / post 16 progression programmes in KS 4 and in KS 5 foundation learning programmes with pro-active employers.	<b>11.</b> Identify employers willing to support a “not going to Uni” programme with alternative, high quality pathways leading to level 4+ qualifications and employment.	<b>15.</b> Provide preventative programmes to support young people to achieve good GCSEs in Maths and English at KS 4 reducing the need for re-sits in 5.	<b>19.</b> Ensure that all young people in Calderdale have access to high quality employer-led activity involving real-life assignments and assessment.	<b>23.</b> Develop a “Your Futures – Calderdale Careers” campaign which engages parents in the provision of careers education and provides information on future careers inc. Green Jobs.
<b>4.</b> Ensure all young people have digital access (software, hardware, data) and promote and encourage the take up of free-to-access digital skills qualifications via the Lifetime Skills Guarantee.	<b>8.</b> Provide more pathways for supported apprenticeship, volunteering and outdoor learning for young people with Education Health and Care Plans.	<b>12.</b> Develop talent pipeline programmes in skills shortage areas linked to Health and Social Care, Manufacturing, Green and Digital.	<b>16.</b> Work with excluded young people to develop Post 16 provision that responds to their needs and wants – in particular, looked after children, young people in Youth Justice and those with disrupted education.	<b>20.</b> Make it easier for local employers to recruit apprentices at all levels, from intermediate to degree and encourage good rates of pay for all apprentices.	<b>24.</b> Ensure that the routes to self-employment and business start-up are embedded within Careers Education programmes.

## Voice of Young People

Young people have contributed significantly to the development of the strategy and the key issues they have conveyed are reflected in the actions above and in the narrative in the thematic sections. Discussions have taken place with a wide range of young people reflecting the diversity of the district and ensuring that as many voices have been heard as possible. The involvement of the Youth Council and their ability to engage with a wider network has led to extensive feedback. The intention in involving young people was not to survey via set questions but to allow them to explore the opportunities and challenges in the post 16 context and to identify common experiences, concerns, needs and wants. Inevitably, the lived experience of young people was hugely informative and is of massive value. However, all the young people were able to look outside their experience and identify issues which affect the progress of others both positively and negatively.

Overwhelmingly, young people were very happy with the provision they were in and the experience and support provided by the Post 16 setting. In many cases, it had taken some time and changes of mind to find the “right” provision – but eventually



they had done so. There were frustrations with the ability to navigate through the system and delays therein – however, young people were positive and feedback was good.

The strategy also draws upon the findings of a recent research report led by young people and co-authored by a 19 year-old student. The report: Youth Employment An Agenda for Change (Lauren Roberts-Turner and Stephen

Carrick-Davies, Face.Work 2022). The report outlines young people’s challenges in getting the right experiences, preparation, support and information to secure a sound foundation in the rapidly changing labour market and world of work. Whilst wide ranging in its findings and recommendations – the report rightly focuses upon the impact of a fractured careers education system, the lack of adequate support for mental health challenges particularly because of Covid

19 and the lack of adequate programmes to address the changes in work, the impact of automation and digitisation and the realities of entrepreneurship and self-employment.

***The Steering Group are hugely grateful to the young people and groups who have readily given their views and the strategy is more robust and grounded for this.*** These groups are listed in the Contributors section on page 28.

Several common themes emerged from the discussions. These are summarised in the following pages and followed by a description of where they will be addressed in the actions.

**Flexibility and Choice** – A set of consistent messages emerged about the ability of young people to experience different options, vocational areas and types of study / employment before deciding which area to pursue. In particular, young people who had left provision / jobs because it didn't suit felt compelled to make another singular choice without fully understanding what it entailed. Young people also felt that not sustaining choices led to them being labelled negatively as a failure, a drop-

out and also often resulted in a period of inactivity whilst they waited for the beginning of the next academic year. In some instances, young people felt that Post 16 choices should be explored in greater detail in KS4 with the opportunity for both extended work experience programmes in different occupational areas alongside more experience days in Post 16 settings to look at different study programme options and courses. Many of the young people had changed direction from their original post 16 destination and felt that the post 16 system didn't always facilitate the change effectively. Whilst the young people felt that employer engagement programmes and talks / links with third parties were helpful in helping to shape options – the request here was for specific, experiential programmes that provided insight into study programmes and employment options.

These matters will be taken forward in actions 1, 2, 3, 6, 7 and 8. Ongoing dialogue with young people and enabling them to shape and influence provision will be facilitated by actions 16 and 21.

**Enrichment and Careers Support** – Most young people could recall some activities that they undertook in school

and having some careers support. Young people felt that they wanted and needed more of this to make a better transition into Post 16 learning and skills provision and ultimately employment. Often, young people felt that they were disadvantaged in terms of being able to point to lots of experiences that they could translate into reasons why they should be employed or accepted onto an HE courses or Apprenticeship. There was a sense that the curriculum in pre-16 settings didn't allow for the development of many of the attributes, skills and competencies that would stand them in good stead for the future. A sub-section of this feedback also concerned self-employment and business creation. Young people also wanted to have greater experience of the world of work. This included work experience but also other ways of gaining a better understanding of the workplace. Information about future job roles and in particular "green" jobs were also important. Young people with SEND felt that pathways were often limited and information about alternative routes, options and care arrangements was missing. Young people also felt that those in schools with sixth forms were not always encouraged to look elsewhere for Post 16 options. Young people were also interested in having more "mixed" options

in Post 16 with vocational work / study programmes available that were not necessarily apprenticeships.

Some of these issues are addressed via actions 2, 4, 12, 17, 19, 22, 23 and 24.

### **Health and Wellbeing –**

Much of the discussion with young people across all ages and abilities reflected the importance of health, well-being and mental health on post 16 progression and attainment. Young people remarked upon the increasing challenges of maintaining good behaviours, lifestyles and attitudes to learning in circumstances that felt volatile and often hostile to them as members of the community. A small number of young people had thrived during the pandemic mainly because the principal causes of their anxiety and poor health had been removed e.g. bullying and / or exam stress. However, the majority had experienced negative impacts either in terms of lost learning, lost jobs, loss of social life and a loss of motivation. Some young people were struggling to recover in the post pandemic world and felt that they had been setback and were unclear how they would recover. A number had taken significant, life-changing decisions regarding their future and were

experiencing challenges in being able to fulfil these decisions in an environment that seemed very different. That said, most young people felt that they were getting some support whether through informal (family, friends etc) channels or via their schools, colleges, employers and specialist agencies. Overall, young people felt that there were very high expectations upon them between the age of 14-25 surrounding exams, knowing what to do and making choices that feel life defining. Quite often, they felt that they needed more timely support and understanding and the removal of barriers which make changing their minds seem more like failure rather than a positive evaluation and refinement of their aspirations.

There are some actions which partially address these matters – 1, 3, 5, 15 and 16 – however, there are recommendations in the Inclusion and Collaboration sections which relate to how the wider system supports young people with their health and well-being in order that they can achieve their ambitions.

## **Impact Measures**

The following indicators will be baselined and monitored to assess whether the strategy is making a difference and to direct resources and actions accordingly. Further impact measures and a monitoring / intelligence system will be developed as part of the wider Employment and Skills Framework for Calderdale. This framework is being commissioned and will provide the overarching arrangements for determining impact across all-age employment and skills activity in the borough.

- Outperforming regional and national performance for young people who are Not in Education, Employment and Training
- Outperforming regional and national performance for 18-24 unemployment
- Outperforming regional and national averages for achievement of level 2 at age 19
- Increasing the number of young people (18+) from Calderdale who are studying higher level qualifications – level 4 and above
- Increasing the number of employers offering Apprenticeships and the

- numbers of young people taking up Apprenticeships
- Increasing the number of Employers engaging with T-Levels and in STEAM programmes in pre and post 16
  - Increasing the number of young people with EHCP in Employment
  - Closing the outcome gaps (attainment and employment) for:
    - children and young people who have been looked after
    - those children and young people who have had a child in need assessment
    - young males of all ethnicities
    - young people who have involved in the criminal justice system
    - young people with disrupted education or educated at home
  - Increasing the % of Year 10 pupils who feel happy with what might happen to them in the future (60% in July 2021)
  - Reducing the % of 15 year olds with low life satisfaction (28% in 2021).



## Contributors

### Steering Group Members:

#### Representative

Julia Gray  
Connie Beirne  
Martin Hathaway  
Michael Fitzsimmons  
Lorna Butterick  
Fiona Thurlbeck MBE  
Grant Soames  
Glenn Swindell  
Louise Nellist  
Parveen Akhtar  
Benjamin Ottway  
Heather Campbell-Firth

#### Job Role and Organisation

Acting Principal and Chief Executive – Calderdale College  
Interim Service Manager - Early Years and School Strategy and Performance, Calderdale Council  
Managing Director – Mid Yorkshire Chamber of Commerce  
Principal – Trinity Sixth Form Academy  
Business Manager – Project Challenge  
Service Lead – Business and Skills, Calderdale Council  
Head of Adult Learning – Calderdale Adult Learning, Calderdale Council  
Post 18 Development Officer (SEND) – Calderdale Council  
Head of Delivery (Young People) – C&K Careers  
Service Manager and Virtual School Head – Calderdale Council  
Team Manager – Calderdale Council  
Delivery Manager – Business and Skills, Calderdale Council

### Consultees:

Abrar Hussain / Lisa Connelly  
Jane Leech  
Calderdale Association of Secondary Heads  
Calderdale Heads of Sixth Form Network  
Calderdale Youth Council  
Calderdale SEND Reference Group  
Scholars Programme Students  
Students from Calderdale College  
Students from Trinity Academy Halifax  
Students from Project Challenge  
Barnardo's Positive Identities Youth Group  
Barney Mynott  
Martin Booth

Halifax Opportunities Trust  
Calderdale Voluntary Sector Infrastructure Alliance  
  
Trinity Sixth Form Academy  
  
Federation of Small Businesses  
Chair – Calderdale and Kirklees Manufacturing Alliance