

**SOUTH TEES**  
**JSNA**

Joint Strategic Needs Assessment

*JUNE 2024*

**MISSION**

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*We want to improve education, training and work prospects for young people.*

**GOAL**

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*Extend offers of apprenticeships, training and work placements for young people to make the most of current and future local opportunities.*

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# 1. Introduction

## 1.1 Mission led approach.

The South Tees Health & Wellbeing Boards have agreed to a “mission-led” approach, structured across the life course. Each mission is a response to a significant local challenge, one where innovation, working together and aligning resources has a big part to play in driving large-scale change. The Missions each have a set of ambitious goals that further articulate and explain the Mission.

The JSNA will provide the intelligence behind the Mission(s) – it will develop our collective understanding of the Mission(s); the issues behind and the broad contributing factors to the current outcomes experienced. We are working across the Tees Valley authorities to develop a process on that footprint that facilitates deeper engagement from the ICB.

The vision and aspirations under the life course framework already exist following previous development sessions of the LiveWell Board. The life course framework consists of three strategic aims – start well, live well and age well.

*JSNA South Tees main Vision and Aim categories.*

<b>Vision</b>	<b>Empower the citizens of South Tees to live longer and healthier lives</b>		
<b>Aims</b>	<b>Start Well</b>	<b>Live Well</b>	<b>Age Well</b>
<b>Aspiration</b>	<b>Children and Young People have the Best Start in Life</b> We want children and young people to grow up in a community that promotes safety, aspiration, resilience, and healthy lifestyles	<b>People live healthier and longer lives.</b> We want to improve the quality of life by providing opportunities and support so more people can choose and sustain a healthier lifestyle.	<b>More people lead safe, independent lives.</b> We want more people leading independent lives through integrated and sustainable support.

## 1.2 Start well strategic aim.

There are three missions within the start well strategic aim. The first mission relates to narrowing the outcome gap for children growing up in disadvantage, the second mission relates to improving education, training, and work prospects for young people and the third missions relates to improving young people’s mental health. The first goal within the second mission, and the focus on this needs assessment looks at the offers of apprenticeships, training, and work placements for young people.

Aims	Mission	Goal
Start Well	We will narrow the outcome gap between children growing up in disadvantage and the national average by 2030	We want to eliminate the school readiness gap between those born into deprivation and their peers.
		We want to eliminate the attainment gap at 16 among students receiving free school meals
	We want to improve education, training, and work prospects for young people	Extend offers of study programmes, supported internships, apprenticeships, training, and work placements for young people to make the most of current and future local opportunities
		We will have reduced NEETs in South Tees through extended employment, apprenticeship or training offers.
	We will prioritise and improve mental health and outcomes for young people	Embed sustainable school based mental health support and support education partners in the establishment of whole school-based programmes
		Improve access to mental health care and support for children, young people, and families, led by needs.

## **2. What is our mission and why do we need to achieve it?**

We want all children to have the best possible start in life and to be able to thrive and achieve their goals. Improving education and training prospects for young people is crucial for fostering a skilled, adaptable and innovative workforce that can drive economic growth and societal progress. Education equips young people with the critical thinking, problem solving and technical skills which prepare them for adult life and the challenges which they may encounter. Effective training programmes bridge the gap between academic knowledge and application, ensuring young people are job ready and capable of contributing to various industries and sectors. By investing in these areas we are empowering the young people of South Tees to not only achieve personal success but also actively participate in their communities, reduce local inequalities and improve health and wellbeing outcomes.

Failing to improve education and training prospects can have severe repercussions. Without access to quality education and relevant training, young people are more likely to face unemployment or under employment leading to economic instability and limited social mobility. This can perpetuate cycles of poverty and inequality, as marginalised groups remain trapped in disadvantaged positions. We need to ensure that we have a generation trained for the current and future job market locally, regionally and nationally. Social issues such as increased crime rates, poor health outcomes and mental health challenges can also arise from a lack of educational and employment opportunities further widening the existing inequalities locally.

## 3. What is our goal and why do we need to achieve it?

### 3.1 Recent Studies

A highly prevalent issue for this area is the high levels of deprivation that can create barriers to employment, which encompasses health deprivation and low educational outcomes. The LGA (Local Government Association) have stated that the most disadvantaged groups of young people at a place-based level continue to be those young people who have vulnerable characteristics – for example – care leavers, young people with social interventions or those with involvement or experience of youth justice or those with special educational needs and disabilities (SEND).

The Department for Education (DfE) Post 16 Education and Labour Market Activities, Pathways and Outcomes (LEO) Research Report reveals that post-16 education outcomes differ according to individual characteristics and regions. For example, individuals from London were more likely to move through further and higher education than individuals from Northeast and East Midlands after leaving school.<sup>1</sup>

Transport is also fundamental to connecting young people with education, training, job opportunities and support services. The high cost of public transport, lack of transport and long journey times in some areas, especially Rural such as Redcar and Cleveland, proves to be a significant issue and barrier for young people. Inadequate transport connectivity is impacting on regions, for example, poor public transport connections in cities in the North of England result in a loss of productivity worth more than £16 billion a year.<sup>2</sup> Transport is a key barrier to youth employment in many rural areas, such as parts of Redcar and Cleveland.

The LGA found that funding for skills and employment support is short-term, fragmented, and held centrally. This makes it extremely challenging for local government to provide place leadership and coordinate, plan, target, and join-up provision, or build in the right wider support for those with complex or additional needs. Despite these challenges, Councils continue to work hard to support participation in education, employment and training through commissioning devolved and local provision, and by joining-up and adding value to national schemes.<sup>3</sup>

### 3.2 Improved Approaches

When it comes to learning, a 'one size fits all' approach clearly does not work. People have different learning styles and approaches to retaining information. This has been proven through many academic studies such as Honey and Mumford's Learning Style Model (1992)<sup>4</sup> categorizing peoples learning styles into various categories making each person unique. Some people learn very well academically, whilst others learn better being 'hands on' and doing practical tasks. Therefore, a mix of education, study programmes, supported internships, apprenticeships, training opportunities and work placements are vital to fulfil the community's needs. With extra pressure on people to bring money into the home and achieve financial independence, even those as young as school leavers, apprenticeships and training programmes are seen as a good route to achieve this.

Ultimately, the convergence of good education, comprehensive training, and meaningful employment is vital in shaping the lives and future prospects of young people. These elements empower young people, bring independence, innovation, and economic growth. Creating an environment that prioritises quality education, accessible training programs, and inclusive employment opportunities is essential for nurturing resilient, productive, and empowered young individuals who can then positively contribute to society. The British council recognizes this and is investing in the importance of these factors in an attempt to ensure a bright future for generations to come. <sup>5</sup>

### 3.3 Community Need

Education, employment, and training are also vital for town centre\_place regeneration and suitability of a good form of societal life. In regard to towns future and generation, by addressing these mission and goals, it helps to.

- Support the local economy, (more disposable income to spend – supports town centre/hospitality leisure)
- Increases productivity within the region.
- Avoids financial hardship (less reliance on benefits, public sector support)
- Supports businesses to overcome recruitment difficulties,
- Supports businesses who need technical skills to grow.
- More technically able and skilled labour market attracts investment into the area.
- Ensures the labour market meets the needs of local business (e.g. shift in sectors from heavy industry to clean technologies)
- Supports long term opportunities and financial stability for young people.
- Addresses ‘replacement demand’ This typically runs at 3%-4% per annum of each sector’s workforce. This is a result of people retiring, leaving employment for health or other reasons, or taking up positions in other companies, sometimes outside of the region. This is a normal part of the turnover within the labour market; however, it is becoming a major challenge for employers in a number of the region’s key industrial sectors – e.g., engineering, manufacturing, net zero technologies etc.

The subject of improving outcomes for young people is also addressed and named as a priority in the Council’s economic strategy and priorities.<sup>6</sup> “We will show Middlesbrough’s children that they matter and work to make our town safe and welcoming and to improve outcomes for all children and young.”

Tees Valley Combined Authority created and have refreshed their Strategic Economic plan (SEP). The plan sets out the growth ambitions and priorities for the Tees Valley until 2026 and is now being refreshed to create an Industrial Strategy that includes all of the latest priorities to improve, diversify and accelerate growth in the local economy to benefit businesses and residents.<sup>7</sup>



### 3.4 Current information on the law surrounding the participation of young people (16-18 years old) in education, employment, or training.

Under previous legislation it was compulsory for young people to remain in education until the age of 16. However, because of legislation introduced in September 2013, the law now requires that young people continue in education, employment, or training until the age of 18. Participation age was changed to improve the career and life prospects for young people.

There are various advantages to remaining in education or training for longer:

- Young people can develop a greater range of skills.
- The likelihood of unemployment is significantly reduced.
- An increase in earning potential.
- Offers the opportunity for young people who are disengaged with mainstream education to develop new skills in an alternative setting.

The options available to young people are:

- To study full-time at school, college or with a training provider. The definition of full-time participation is at least 540 hours a year; this is around 18 hours per week.
- Full-time employment or volunteering (full-time is counted as more than 20 hours a week) combined with part-time study or training. To count as full-time work, the job must be for 8 or more weeks consecutively and for 20 or more hours per week. Part-time education or training alongside full-time work must be at least 280 hours per year.
- Enrol in an apprenticeship, traineeship or supported internship.

### 3.5 The Duties of Local Authorities

All local authorities have a duty to encourage, enable and assist young people, between the ages of 16-18, to participate in education, employment, or training. A Local Education Authority may secure the provision for their area of full-time education suitable to the requirements of persons over compulsory school age who have not attained the age of 19." Section 10 of the Education and Skills Act 2008 –states that "A Local Education Authority in England must ensure that its functions are (so far as they are capable of being so exercised) exercised to promote the effective participation in education or training of persons belonging to its area." And Section 12 Education and Skills Act 2008 – "A Local Education Authority in England must make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area who are not participating (in education or training.)" Strategic leadership should be provided up until the time that there was a meeting due to take place which and therefore there are many strategic support organisations which govern this particular.<sup>8</sup>

The expectations of Local authorities are.

- Provide strategic leadership in their communities to ensure that there is a network of support available which encourages, enables, and assists the participation of young people in education, training, and employment. This includes liaising with local partners such as employers, Jobcentre Plus, community sector organisations and youth offending teams.

- Local Authorities must collect information about young people in their area who are not participating and to target their resources on those who require them most.
- Local Authorities are expected to liaise with education providers to identify children under the age of 16 years old who are at risk of not participating post-16 and for intensive support to be provided to remedy the situation. This is particularly important in relation to children with SEND who are significantly less likely to participate post-16 in comparison to their peers without SEND.
- Every young person who reaches the age of 16 or 17 years old in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. However, there is not the same duties on the Local Authority to offer the young person a place to continue their education or training; the duty is on the young person to apply to relevant education or training providers in order to obtain a place.

### 3.6 Duties of Education providers

The Education and Skills Act 2008 placed two Raising Participation Age related duties on education providers with regard to 16- and 17-year-olds:

Section 11 places a duty on education providers to promote good attendance to enable young people to meet their duty to participate.

Section 13 places a duty on education providers to inform their local authority when a young person is no longer participating, for example, if they have dropped out.

Under Section 29 of the Education Act 2011, schools are under a duty to secure independent careers guidance for pupils in Years 8-13 on the full range of education and training options, including apprenticeships. Schools are expected to work in partnership with local employers and other education and training providers to ensure that young people have a wide range of options available to them.

Under Section 43 of the Children and Families Act: It is Further education providers duty to admit a young person with an EHCP if they are named in the young Persons EHCP

The legal requirement to participate is on the young person, not the parent/carer. Enforcement does not form part of the current law, and therefore young people will not receive a sanction for non-participation. This could change in the future, as this position is regularly reviewed.<sup>9</sup>

The Government have created an online education hub that provides step by step detail of a young person's journey to aid in their decision making.<sup>10</sup>

### 3.7 Why is education and training compulsory for 16 to 18-year-olds?

The Department of Education (DoE) believes that being in education or training allows young people to develop the skills they need later in life, opening doors to future employment and helping them make the most of their potential. This also reduces the chance of

unemployment, boosts earning potential, and allows young people to develop new skills in different educational environments.

Whatever route is taken, there are processes in place to make sure everyone is getting some form of maths education that is suited to their needs, until the age of 18. This will make sure all young people have the skills necessary to thrive in their chosen career.

### **What is an apprenticeship?**

Apprenticeships are a great option for young people (YPs) from the age of 16 who wish to be employed and continue education/Training to develop their work-based skills and experience in their first step of their Career Journey.

Degree Apprenticeships, both full undergraduate and/or Masters, are a suitable alternative to a Young Person who don't believe a full-time university course is the right choice for them. A degree Apprenticeship allows you to earn a salary, develop Skills and experiences in addition to achieving a full undergraduate masters degree whilst employed.

### **What are T Levels?**

T Levels are the gold standard vocational course, and a high-quality alternative to A levels. One T Level is worth the same UCAS points as three A Levels. They are two-year programmes with 80% of that time spent in the classroom, and 20% on a minimum nine-week industry placement with an employer.

### **What is a Study programme?**

A study programme is a structured educational plan designed for students aged 16 to 19 (or up to 25 if they have a learning difficulty assessment or an Education, Health, and Care Plan). These programmes are tailored to meet individual learning needs and clear educational and career aspirations. Here are some key points about study programmes:

Purpose and Components:

- Study programmes typically combine qualifications (academic or technical) with other activities.
- Each programme has a core aim, which is customized to the student's needs. This core aim often includes a substantial qualification or preparation for employment.
- Work experience and non-qualification activities are also part of study programmes. These activities complement other elements of the programme and support students in progressing to further education, higher education, or employment.
- Study programmes are flexible, allowing institutions to tailor them to individual students.

### **What is a supported internship?**

Supported internships are a work-based study programme for young people aged 16 to 24 who have an EHC plan. The aim is for interns to gain the skills and confidence to achieve long-term career goals. They usually last for one year and include work placements that last at least six months. Interns are also helped by a qualified job coach who is trained to offer personalised support.

As part of the national SEND and Alternative Provision Improvement Plan the government are currently running a number of pilot projects where a young person who has SEND but does not have an EHCP can access a supported internship. Middlesbrough is one of the pilot areas.

### 3.8 Education and training statistics for the UK 2023

Pupil numbers in maintained schools increased in England, Scotland, and Northern Ireland between 2021/22 and 2022/23 but decreased in Wales over the same period. Teacher numbers rose in England, Wales and Northern Ireland but decreased in Scotland over the same period.<sup>11</sup>

Pupil to teacher ratios in 2022/23 remained similar to the previous year suggesting the change in the number of students has been partially offset by the change in the number of teachers.

Pupil to teacher ratios in maintained schools were lowest in Scotland (**13.2**) and similar in Northern Ireland (**17.4**), England (**18.0**) and Wales (**18.4**).

Further education student numbers increased between 2020/21 and 2021/22. This increase follows several years of decreasing further education student numbers.

The proportion of young people that are not in education, employment, or training (NEET) in April to June 2023 has increased compared with the previous quarter (January to March 2023) and with pre-COVID-19 levels. The increase is entirely driven by young males, with the female NEET rate remaining stable.

### 3.9 The benefits of improving Education, Training and Work prospects for young people.

The Youth Unemployment Statistics 2023<sup>12</sup> indicate that in June to August, there were 527,000 individuals aged 16 to 24 who were unemployed, marking an increase of 155,000 from the previous year. Although youth unemployment reached a historically low level of 372,000 in June to August 2022, the trend has been gradually increasing since then. The current unemployment rate for 16- to 24-year-olds stands at 12.5%, rising from 9.0% from the previous year. The above statistics show a national picture that can be alerting; we need to consider the true challenges faced by young people entering the workforce. A report by Inside Job productions has stated that high youth unemployment rates may signal systemic issues, such as gaps in education, mismatches between skills and market demands, or broader economic challenges. It is time we provide young people with training and education to meet these demands.<sup>13</sup>

By improving education, training, and work prospects for young people, societies can empower young people to reach their full potential, contribute to the economy, and participate actively in social and civic life. There are multiple reasons why we need to maintain and improve education, training, and work prospects for young people for themselves and for the society we live in.

Improving education and work prospects for young people also helps to reduce poverty as this will enable young people to find suitable employment and potentially break the cycle of intergenerational poverty. However, to improve this, we need to first provide good quality education and training opportunities, this will then allow our young people to think freely, enabling them to develop critical thinking skills, problem-solving abilities, and a broad understanding of the world. Such skills not only benefit individuals in their professional lives, but also contribute to their personal growth and well-being. By having such skills, this helps them in their quest for social inclusion and may help to reduce inequalities.

Investing in the education and skills development of young people also contributes to economic growth. Well-educated and skilled individuals are more likely to secure higher-paying jobs, leading to increased productivity and economic stability. Investing in the education and skills development of young people contributes to economic growth, leading to increased productivity and economic stability, and also helps the area retain their own talent.

### **Education**

A good education acts as a foundation for personal growth, critical thinking, and academic success. It equips young individuals with the necessary knowledge, skills, and ethical values to navigate the complexities of the modern world. Quality education not only imparts subject-specific knowledge but also fosters creativity, problem-solving abilities, and effective communication skills. It promotes social cohesion, tolerance, and democracy, enabling young people to become responsible citizens.

### **Training**

Complementary to education, training bridges the gap between theoretical knowledge and practical application. Vocational training and internships provide young people with valuable hands-on experience, making them adaptable and job ready. Technical and vocational education and training (TVET) programs offer specialized skillsets, catering to industry demand and reducing unemployment rates. By empowering young individuals with technical expertise, training enhances their employability, bridges the skills gap, and encourages entrepreneurship.

### **Employment**

Securing stable employment is crucial for young people's economic independence, personal development, and social integration. Meaningful employment not only ensures financial security but also provides a sense of purpose and self-worth. It offers opportunities for career advancement and professional growth, fostering a sense of accomplishment and fulfilment. Gainful employment reduces the risk of poverty, crime, and other socio-economic challenges, thus contributing to stable and inclusive societies.

Local Authorities try to ensure that every young person, no matter their background and situation, are equipped with the necessary tools, skills, and support to progress in their life, career, and their potential. Councils have a statutory duty to ensure all young people - up to the age of 18 (or up to the age of 25 for those with an Education, Health, and Care Plan) participate in some sort of education, employment, or training.

### 3.10 The effects of not gaining good education, training, or employment.

Not gaining good education, training, and employment can have significant consequences for individuals and society. Some of these effects are listed below:

#### **Health and Well-Being:**

- Young people who spend more time not in education, employment, or training (NEET) are at a higher risk of poor physical and mental health<sup>1</sup>.
- Lack of structure and purpose can lead to feelings of isolation, anxiety, and depression.

#### **Economic Impact:**

- Individuals without proper education and training may struggle to find stable employment.
- Unemployment can result in financial instability, poverty, and reliance on social welfare programs.
- Lower income levels can persist throughout their lives, affecting overall quality of life.

#### **Skills Gap:**

- Without adequate training, individuals may lack the necessary skills to compete in the job market.
- This skills gap can hinder personal growth and limit career opportunities.

#### **Workplace Performance:**

- Inadequately trained employees are likely to experience poor job performance and increased levels of work-related stress<sup>2</sup>.
- Lack of training can lead to mistakes, inefficiencies, and decreased productivity.

#### **Safety Risks:**

- Insufficient training can result in an increased risk of workplace accidents.
- Proper training ensures that employees understand safety protocols and can prevent accidents.

#### **Social Exclusion:**

- Not gaining education, training, or employment can lead to social isolation.
- Individuals may feel excluded from social circles and community activities.

#### **Long-Term Consequences:**

- The effects of not gaining education, training, and employment can extend into adulthood.
- Lower employability, reduced job satisfaction, and limited career advancement opportunities are common outcomes.

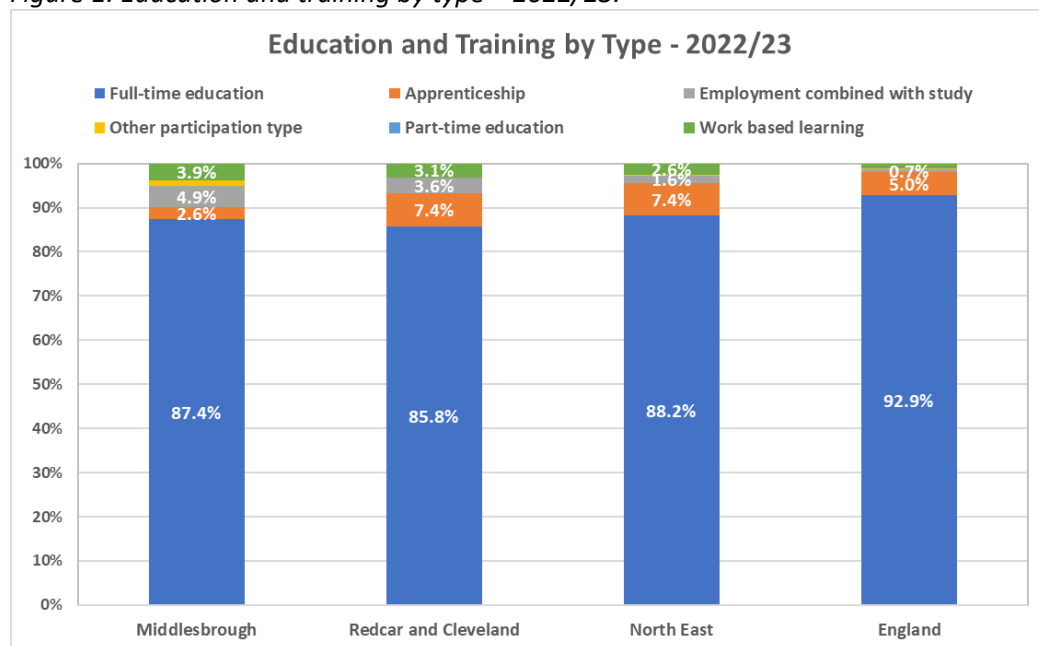
In summary, investing in education, training, and gaining meaningful employment is crucial for personal development, economic stability, and overall well-being. It contributes to a healthier, more productive society

## 4. Key data and drivers for change?

### 4.1 Participation in education and training

Data in figure 1 below, provided by the Department for Education (DfE) shows the rate of those aged 16 to 17 who participated in education and training for 2022/23. Of those young people who participated, a smaller proportion in South Tees were in full time education with 85.8% in Redcar & Cleveland and 87.4% in Middlesbrough compared to 92.9% in England. The Northeast had a similar rate to that of Middlesbrough. Both Redcar & Cleveland and Northeast had higher proportions of those in apprenticeships at 7.4% compared to 5% in England. The Middlesbrough rate is smaller at 2.6%. However, Middlesbrough had a greater proportion of those in employment combined with study at 4.9% compared to 3.6% in Redcar & Cleveland and 0.7% in England. Middlesbrough also had higher rates of those in other participation type (non-government funded e.g., training centers) and those in work-based learning compared to England.

Figure 1: Education and training by type – 2022/23.



Source – Department for Education (DfE)

Figure 2 below shows the comparison in participation rates between 2018/19 and 2022/23. The highest change in Middlesbrough was a decrease in other participation type of 4.8%. There was a small reduction in apprenticeship participation with a 1.1% fall, whilst there was a 2.7% increase in full time education and 2.3% increase in employment combined with study. In Redcar & Cleveland there was a large reduction of 6.8% in the other participation type, with a 3.5% increase in the employment combined with study type and the work-based learning type. The proportion of those in full-time education remained similar. Nationally there was a small decrease in apprenticeships and a small increase in those in full time education.

Figure 2: Change in participation type.

Participation Type	Middlesbrough			Redcar and Cleveland			North East			England		
	2018/19	2022/23	Change	2018/19	2022/23	Change	2018/19	2022/23	Change	2018/19	2022/23	Change
Full-time education	84.8%	87.4%	2.7%	85.6%	85.8%	0.2%	87.2%	88.2%	1.0%	91.6%	92.9%	1.3%
Apprenticeship	3.7%	2.6%	-1.1%	7.3%	7.4%	0.1%	8.0%	7.4%	-0.6%	5.9%	5.0%	-0.9%
Employment combined with study	2.6%	4.9%	2.3%	0.1%	3.6%	3.5%	1.2%	1.6%	0.5%	0.8%	0.7%	0.0%
Other participation type	6.1%	1.2%	-4.8%	6.8%	0.0%	-6.8%	0.9%	0.2%	-0.7%	0.3%	0.2%	0.0%
Part-time education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Work based learning	2.8%	3.9%	1.0%	0.2%	3.1%	2.9%	2.7%	2.6%	-0.1%	1.2%	1.0%	-0.3%

Source – Department for Education (DfE)

During this period Apprenticeships changed from frameworks (internally assessed by portfolio) to standards during this period, a number of entry level apprenticeships were withdrawn e.g. L2 Business Admin – a popular entry route for the NHS and all local authorities with the alternative level 3 Business Apprenticeship standard requiring Grades C/4 or Level 2 functionals in both math and English as well as having to complete the externally examined end point assessment. In addition, many level 2 apprenticeships were subsumed into a bigger Level 3 standard increasing the duration (at least 36 months) and giving no breathing space between the level 2 work and 3 to develop further and consolidate the skills already covered.

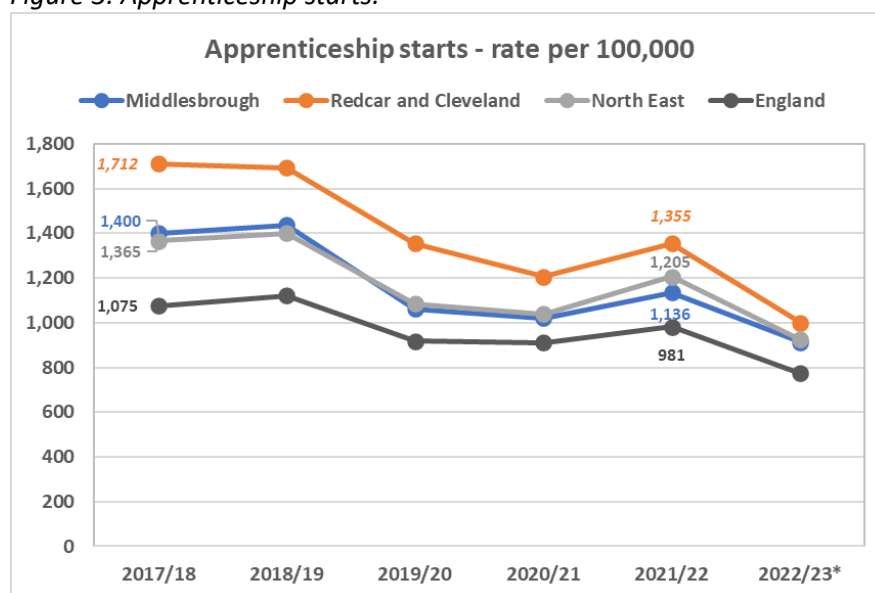
Apprenticeship Level	Approved Apprenticeship standards Available <u>Apprenticeship standards available</u>	English & Math's Requirements
2	20%	Level 1 or E/2
3	33%	Level 2 or C/4
4	17%	Level 2 or C/4
5	6%	Level 2 or C/4
6	15%	Level 2 or C/4
7	9%	Level 2 or C/4

## 4.2 Apprenticeship starts and participation.

Figure 3 below shows apprenticeship starts as a rate per 100,000 over the previous 6 years. For the most recent complete year of data (2022/23 only partial data) in 2021/22 in Middlesbrough there were 1,020 new apprenticeships or a rate of 1,136 per 100,000. This is higher than the national rate of 981 but slightly below the regional rate of 1,205. Redcar & Cleveland had 1,090 new apprenticeships starting or a rate of 1,355, significantly higher than the national average. Local and national trends show a similar pattern with a large reduction in the rate of apprenticeships, with the lowest rate during the Covid19 pandemic year of 2020/21, however rates in 2021/22 have increased.



Figure 3: Apprenticeship starts.



\*First 3 quarters only (Aug22 – Apr23)

Source – Department for Education (DfE)

Figure 4 shows the numbers and rate of people already participating in apprenticeships, with 2,090 people in Middlesbrough and 2,230 people in Redcar & Cleveland in apprenticeships in 2021/22. As a participation rate per 100,000 population, the rate in Redcar & Cleveland is higher at 2,766 per 100,000 compared to 2,080 per 100,000 in England. Middlesbrough’s rate was also higher than England at 2,337 per 100,000. There have been significant reductions in participation levels and South Tees has seen a greater percentage drop, with 30.6% in Redcar & Cleveland and 28.1% in Middlesbrough compared to England that saw a 10.8% reduction.

Figure 4: Apprenticeship participation

Area	Apprenticeship Participation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*
Middlesbrough	Participation rate per 100,000 population	3,250	2,619	2,412	2,242	2,337	2,268
	Participation number	2,890	2,320	2,130	1,980	2,090	2,030
Redcar and Cleveland	Participation rate per 100,000 population	3,986	3,110	2,914	2,647	2,766	2,645
	Participation number	3,250	2,540	2,370	2,150	2,230	2,130
North East	Participation rate per 100,000 population	3,192	2,662	2,458	2,301	2,454	2,361
	Participation number	52,940	44,200	40,810	38,340	40,120	38,600
England	Participation rate per 100,000 population	2,331	2,118	2,047	2,024	2,080	1,977
	Participation number	814,790	742,390	718,950	712,990	740,350	703,670

\*First 3 quarters only (Aug22 – Apr23)

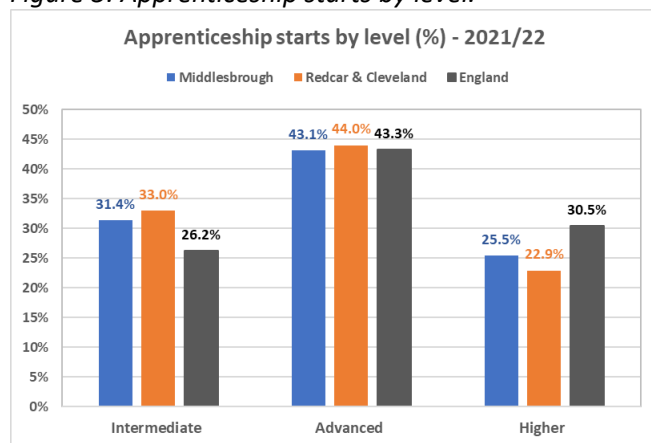
Source – Department for Education (DfE)

### 4.3 Apprenticeship levels

Figure 5 below shows the breakdown of apprenticeship starts by level. Intermediate level apprenticeships are level 2 and are equivalent to GCSE level. Advanced level apprenticeships are level 3 and are equivalent to A levels and higher-level apprenticeships are level 4, 5, 6 and 7 and equivalent to foundation level degree and above.

South Tees has a greater proportion of those on an intermediate apprenticeship with 33% in Redcar & Cleveland and 31.4% in Middlesbrough compared to 26.2% in England. Proportions of those on advanced apprenticeships are similar both locally and nationally, however the proportion of those on higher level apprenticeships is much lower locally with 22.9% in Redcar & Cleveland and 25.5% in Middlesbrough compared to 30.5% in England.

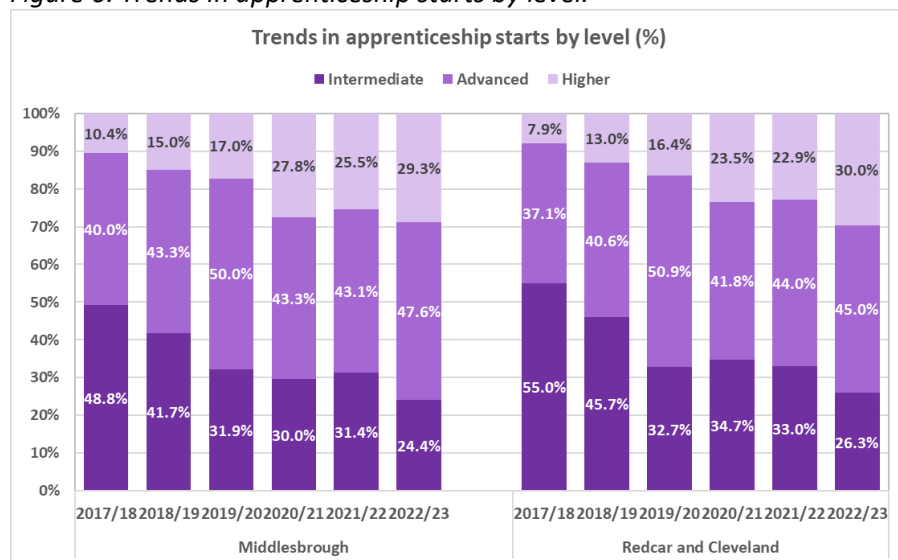
Figure 5: Apprenticeship starts by level.



Source – Department for Education (DfE)

The proportions of apprenticeships by level have changed over recent years. Figure 6 below shows that for both local authorities in South Tees, the proportion of higher apprenticeships has increased significantly from 10.4% to 29.3% in Middlesbrough and 7.9% to 30% in Redcar & Cleveland over the 6-year period. Proportions of advanced level apprenticeships have increased, whilst proportions of intermediate apprenticeships have halved over the period. Trends in proportions are similar at England level.

Figure 6: Trends in apprenticeship starts by level.



Source – Department for Education (DfE)

## 4.4 Apprenticeship subject areas and providers

Figure 7 below shows apprenticeship starts by subject area in South Tees and England. Nationally science, technology, engineering, and maths (STEM) subjects accounted for 28.2% of starts, whilst in Middlesbrough the proportion was smaller at 26.2% and in Redcar & Cleveland the proportion was greater compared to England at 33%. Health, public services, and care apprenticeships was the most popular both locally and nationally, however the proportion was much greater in Middlesbrough with 35% compared to 29.4% in Redcar & Cleveland and 28.6% in England. Redcar & Cleveland had greater proportions of apprenticeships in engineering and manufacturing technologies and construction, planning and the built environment compared to England. England had higher proportions of information and communication technology apprenticeships.

Figure 7: Apprenticeship starts by subject area.

Subject Area	Middlesbrough		Redcar & Cleveland		England
	No.	%	No.	%	%
Health, Public Services and Care	360	35.0%	320	29.4%	28.6%
Business, Administration and Law	250	24.3%	240	22.0%	26.9%
Engineering and Manufacturing Technologies	130	12.6%	170	15.6%	14.1%
Construction, Planning and the Built Environment	100	9.7%	150	13.8%	7.5%
Retail and Commercial Enterprise	100	9.7%	100	9.2%	10.3%
Information and Communication Technology	40	3.9%	40	3.7%	6.5%
Education and Training	20	1.9%	20	1.8%	2.4%
Leisure, Travel and Tourism	10	1.0%	20	1.8%	1.2%
Agriculture, Horticulture and Animal Care	10	1.0%	20	1.8%	1.9%
Arts, Media and Publishing	10	1.0%	10	0.9%	0.6%
<b>Total</b>	<b>1,030</b>	<b>100%</b>	<b>1,090</b>	<b>100%</b>	<b>100%</b>

	Non STEM subjects
	STEM subjects

Source – Department for Education (DfE)

National changes show that health, public services, and care has taken over as the most popular tier 1 subject area (28.6% of starts), overtaking business, administration, and law (26.9%). Both these subject areas have seen a decline in overall share of starts since 2020/21 but the reduction in business has been larger. Engineering apprenticeships have seen their share of starts increase the most in the last year after a seeing a large decline in 2020/21. Business, administration, and law are the subject areas that have declined the most since 2018/19 having nearly 25,000 fewer starts in that time.

Private sector, public funded providers were responsible for around two-thirds of starts (65.2%) in 2021/22 in England. In South Tees the proportion was much larger at 50.2%. South Tees has a much greater proportion of general further education college apprenticeships at 34.1% compared to 18.7% in England. In England the share of starts in general FE colleges fell from 23.7% in 2018/19 to 18.7% in 2021/22.

Figure 8 below show the top 20 providers in South Tees for apprenticeship starts in 2021/22. Middlesbrough College was the largest provider with 14.2% of all apprenticeship starts. The Education Training Collective was the second largest at 10.9%. This is the umbrella brand for the group which incorporates Stockton Riverside College, Redcar and Cleveland College, NETA Training, Bede Sixth Form College, The Skills Academy, and the Tees Valley Logistics Academy.

*Figure 8: Apprenticeship starts by provider.*

Provider Name	Starts	
	No.	%
Middlesbrough College	300	14.2%
The Education Training Collective	230	10.9%
Teesside University	150	7.1%
Lifetime Training Group Limited	100	4.7%
Vision Training (North East) Limited	70	3.3%
Derwentside College	50	2.4%
Hartlepool College Of Further Education	50	2.4%
Learning Curve Group Limited	50	2.4%
Northern Care Training Limited	40	1.9%
Babington Business College Limited	30	1.4%
Baltic Training Services Limited	30	1.4%
Cleveland Youth Association	30	1.4%
Innersummit Ltd	30	1.4%
JTL	30	1.4%
Middlesbrough Council	30	1.4%
Paragon Education & Skills Limited	30	1.4%
Redcar And Cleveland Borough Council	30	1.4%
Absolute Care Training & Education Ltd	20	0.9%
Babcock Training Limited	20	0.9%
Capital 4 Training Limited	20	0.9%
<b>Total</b>	<b>2,110</b>	<b>100%</b>

Source – Department for Education (DfE)

## 4.5 Apprenticeship Uptake Demographics

Figure 9 below shows apprenticeship starts in 2021/22 by level and sex. In England there is a slightly higher rate of females in apprenticeships at 50.8% compared to 49.2 for males. Locally in Middlesbrough there is a greater proportion of apprenticeship starts that are for females at 53.9% compared to 46.1% for males. However, in Redcar & Cleveland the split is reversed with a greater proportion of males at 52.3% compared to 47.7% for females.

Nationally there is a greater proportion of males starting intermediate level apprenticeships compared to females, whilst more females are starting higher level apprenticeships. The patterns are similar locally, however in Redcar & Cleveland far fewer males are starting higher level apprenticeships compared to females.

Figure 9: Apprenticeship starts by level and sex.

	Apprenticeship Level	Male		Female	
		No.	%	No.	%
Middlesbrough	Intermediate	180	38.3%	140	25.5%
	Advanced	200	42.6%	240	43.6%
	Higher	100	21.3%	160	29.1%
	<b>Total</b>	<b>470</b>	<b>46.1%</b>	<b>550</b>	<b>53.9%</b>
Redcar & Cleveland	Intermediate	220	38.6%	140	26.9%
	Advanced	260	45.6%	220	42.3%
	Higher	90	15.8%	160	30.8%
	<b>Total</b>	<b>570</b>	<b>52.3%</b>	<b>520</b>	<b>47.7%</b>
England	Intermediate	51,670	30.1%	39,850	22.5%
	Advanced	72,500	42.2%	78,810	44.4%
	Higher	47,710	27.8%	58,650	33.1%
	<b>Total</b>	<b>171,880</b>	<b>49.2%</b>	<b>177,310</b>	<b>50.8%</b>

Source – Department for Education (DfE)

The share of apprenticeship starts for under 19s was 22.2% compared to 30.5% for 19–24-year-olds and 47.4% for those aged 25+ in England. In Redcar & Cleveland there were higher proportions of under 19s and lower proportions for 25+ compared to England. In Middlesbrough there were the same proportion of under 19s, but larger proportions of those aged 25+ when compared to England. A very small number of under 19s are starting a higher-level apprenticeship both locally and nationally.

Figure 10: Apprenticeship starts by level and age.

	Apprenticeship Level	Under 19		19-24		25+	
		No.	%	No.	%	No.	%
Middlesbrough	Intermediate	110	47.8%	90	33.3%	120	23.1%
	Advanced	110	47.8%	130	48.1%	200	38.5%
	Higher	10	4.3%	50	18.5%	200	38.5%
	<b>Total</b>	<b>230</b>	<b>22.5%</b>	<b>270</b>	<b>26.5%</b>	<b>520</b>	<b>51.0%</b>
Redcar & Cleveland	Intermediate	140	48.3%	110	34.4%	110	22.4%
	Advanced	140	48.3%	160	50.0%	180	36.7%
	Higher	10	3.4%	50	15.6%	200	40.8%
	<b>Total</b>	<b>290</b>	<b>26.6%</b>	<b>320</b>	<b>29.4%</b>	<b>490</b>	<b>45.0%</b>
England	Intermediate	36030	46.5%	26150	24.6%	29330	17.7%
	Advanced	36490	47.1%	50320	47.3%	64510	39.0%
	Higher	5000	6.4%	29860	28.1%	71500	43.2%
	<b>Total</b>	<b>77520</b>	<b>22.2%</b>	<b>106330</b>	<b>30.5%</b>	<b>165340</b>	<b>47.3%</b>

Source – Department for Education (DfE)

## 4.6 Traineeships

A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last from 6 weeks up to 1 year, though most traineeships last for less than 6 months. They were introduced in the 2013/14 academic year to equip young people

with work preparation/experience and basic skills. Young people aged up to and including 24 are eligible for traineeships.

There were 15,500 traineeship starts in England recorded in the 2021/22 academic year – a decrease of 11.1% from 2020/21. Compared to 2018/19, starts are up by 4.1%. Data is only available regionally as shown in Figure 11. There were 800 traineeship starts in 2021/22. Traineeship starts have decreased in the Northeast, with a percentage reduction of 28.6% between 2017/18 to 2021/22. Some regions have also seen large decreases with some regions such as Yorkshire and The Humber seeing increases over the same period.

Figure 11: Traineeship starts by level and age.

Region	2017/18	2018/19	2019/20	2020/21	2021/22	% Change
North East	1,120	940	680	880	800	-28.6%
North West	3,360	3,020	2,170	2,760	3,040	-9.5%
Yorkshire and The Humber	1,630	1,580	1,250	1,670	1,830	12.3%
East Midlands	1,350	930	730	780	900	-33.3%
West Midlands	1,970	1,800	1,360	2,240	2,110	7.1%
East of England	930	790	890	1,200	1,010	8.6%
London	4,720	3,490	3,240	5,070	3,790	-19.7%
South East	1,620	1,340	1,020	1,660	1,120	-30.9%
South West	920	870	720	1,070	800	-13.0%

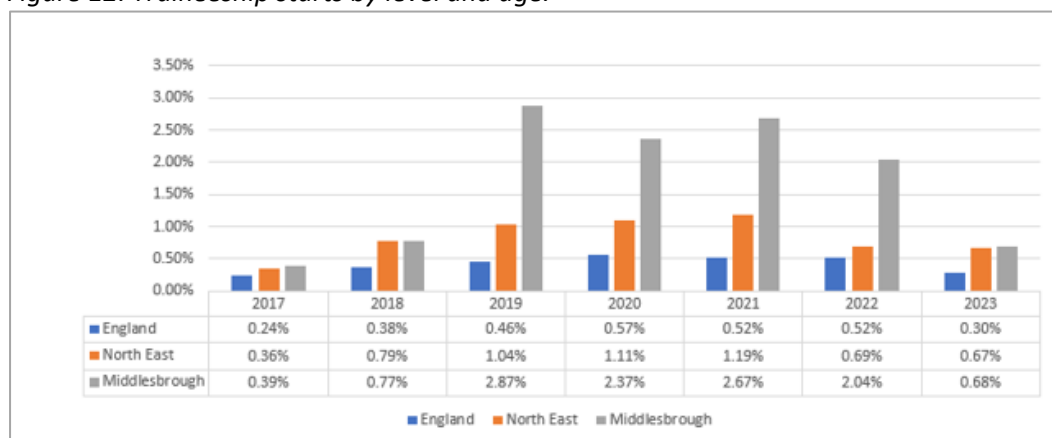
Source – Department for Education (DfE)

## 4.7 Supported Internships

Supported internships are structured, work-based study programmes for 16-24 year olds with SEND who have an Education, Health and Care Plan. They typically last one year and are the final year of education for young people and act as a bridge into employment.

Figure 12 shows the breakdown for the number of young people in Middlesbrough with an EHCP who have been enrolled onto a supported internship since 2017. Despite a reduction in the number of young children in Middlesbrough enrolled onto a supported internship in 2023, the rate has remained higher than national levels since 2019, and broadly comparable to regional levels

Figure 12: Traineeship starts by level and age.



Source: <https://explore-education-statistics.service.gov.uk/data-tables/permalink/885fc49a-4de9-4e99-1923-08dc6f2a7f9d>

## 5. What are we doing already in relation to this goal?

### 5.1 Local Authority

Local authorities fulfil a range of statutory duties which are set out in the Department for Education Statutory Guidance in delivery of education and training provision for young people (16- and 17-year-olds).<sup>14</sup> This guidance is for all local authorities in England and sets out guidance to LA staff responsible for promoting participation of young people and tracking and supporting young people's activity. Redcar and Cleveland Borough Council offer paid work experience to Year 11 – Year 13 students in EET (Education, Employment & Training), of 7 hours per week for a year and have a strong apprenticeship internal programme. They give high priority to care leavers (who are a protected characteristic in the Council) and pay the national minimum starting salary for apprenticeships.

Regarding training within Redcar and Cleveland Council and Middlesbrough Council, both Councils have excellent education and training provision within the Tees Valley. Funding has been awarded to both local Authorities to deliver Adult Education, Apprenticeships Study Programmes and Supported Internships across the Tees valley.

Redcar and Cleveland Council also have specialist training provision through NETA and TTE and Military Preparation Programmes, but in the past 2 years have seen several training providers go into liquidation as the finances have not been sufficient for them to continue. They are funded differently to colleges. This means that if a young person drops out of college, there is less alternative provision available now.

A scheme that ran recently in conjunction with Job Centre Plus named 'Kick Start' was highly successful in both Local Authorities, but this was removed by the government (as only introduced because of COVID).<sup>15</sup>

Colleges are required to deliver programmes in line with the Skills Improvement Plans.<sup>16</sup> They also deliver a huge amount of bespoke employer led programmes (BELP) and are preparing children and young people for the jobs that are being created, especially in clean and green industries, through investment in careers education programmes, schools and colleges, with the ability to measure their careers programmes against the Gatsby Benchmarks<sup>17</sup> whilst also having a primary careers programme in R&C – Building Our Future, funded through Dogger Bank Windfarm.<sup>18</sup>

Both local authorities provide supported internship placements for young people with an education, health, and care plan, whilst also providing work experience offers to all the area's schools and colleges. Whilst all local authorities have been provided with grants to expand the number of supported internships (through the Internship Works Programme<sup>19</sup>) Redcar and Cleveland's programme will double in the next 2 years. Middlesbrough Council have been awarded a contract to support the delivery of supported internships for young people with SEND but who do not have an EHCP. This is part of a national pilot programme linked to the SEND and AP national improvement plan.

Middlesbrough Councils Public Health Teams are collaborating with Childrens Social Care, to develop a new approach to support those children and young people who are at risk of exploitation.

Lingfield Learning Centre which is in Coulby Newham, Middlesbrough delivers Study Programme and Supported Internship Programmes within the town. This is a small discreet provision which engages over 40 young people per year, usually those who have been NEET, care leavers, or those young people with EHCP. Both programmes aim to prepare young people for life and working, offering meaningful work experience and qualifications to help move them on in life.

Middlesbrough Council offer work experience through its 50 Futures programme<sup>20</sup>. The programme is aimed at residents who are 16+, living in Middlesbrough and not engaged in education, employment, or training.

50 Futures was developed as part of the strategy to support residents across the town to experience high quality work placements across a range of departments internally within the Council.

The programme was specifically targeted at Middlesbrough residents who found it most difficult to gain employment. Target groups include 16+ Target groups include unemployed people (long and short term), NEET and those with significant barriers to work, long term health issues, registered SEND, care leavers, ex-offenders, those recovering from substance misuse, mental or physical health issues or those for whom previous education hasn't worked.

The work placements were designed to help individuals to develop the knowledge, skills and behaviours required in the workplace, enhancing CV content, improving interview prospects and develop a new network of contacts and supportive colleagues.

Since its introduction in 2019, 372 residents have engaged with the programme, and 36% have moved into sustained employment.

Middlesbrough Council has worked closely with JCP and a range of public, private and voluntary sector organisations to develop a localised Employment Hub.<sup>21</sup> The Hub was launched in 2021 and supports residents of the town aged 16+ with significant barriers to employment in Middlesbrough. It provides individual package of support that include mentoring them to move closer or into the workplace. The service works closely with DWP Work Coaches which are co located within the hub 3 days per week.

The Hub acts as a one stop shop and works closely with key stakeholders and support services to provide access to services under one roof. There is an established network of employers and providers that regularly deliver services from the hub, these include:

- National Careers Service
- Citizens Advice
- Princes Trust
- Stronger Communities
- Army information Sessions
- Rail Services recruitment
- Back to Work Training
- Care 247 Recruitment
- DWP – Work Coaches



Local authority Regeneration departments provides business support to support business growth, job creation, strengthen supply chain, linking in with Tees Valley Combined authority. This links closely with departments and organisations such as Middlesbrough Community Learning Team (and other local providers) supporting residents and businesses to find employment in local growing and expanding businesses, learn new skills, provide funded training, overcome barriers of getting to work through several support programmes.<sup>22</sup> Improving Infrastructure to attract investment and support existing business Regeneration focuses on the creation of new jobs, investment and business support.<sup>23</sup>

## 5.2 Further Education/Educational Institutions

Further Education Colleges: The Tees Valley has Further Education (FE) Colleges situated in each of the towns of Middlesbrough, Redcar, and Stockton (Stockton and Redcar are part of the Education Training Collective), as well as one specialist college (The Northern School of Art), all of which are rated as either Good or Outstanding by Ofsted.<sup>24</sup>

T-Level courses exist with various employers through Middlesbrough College including T Level courses in digital, engineering, science, healthcare, childcare and construction.<sup>25</sup>

Other specialist provision in Tees Valley is delivered through the Northeast - Institute of Technology<sup>26</sup>, with Middlesbrough College a key provider. As one of only fifteen such specialist centres planned across the country, the Institute delivers quality higher-level technical training in subjects such as digital, advanced manufacturing, and construction from Level 3 to Level 6 and works in close collaboration with anchor employer partners.

The Tees Valley has good quality Post 16 skills provision with overall achievement and pass rates for 16-18-year-olds at Tees Valley FE+ colleges higher than national. The Further Education (FE) Colleges also offer a range of Access to Higher Education (HE) provision. And participation in Higher Education (HE) is above average, and top subjects for participation support key sector strengths. However, it is worth noting that postgraduate participation and achievement is lower than national.

**Choices College** supports young people with special educational needs and an EHCP learning to enter the workplace through supported internships (though they are unpaid).<sup>27</sup>

**Teesside University** also supports students with a disability and those from disadvantaged backgrounds through additional support, scholarships etc.<sup>28</sup>

## 5.3 The Tees Valley Combined Authority (TVCA)

Operates a 'wheels to work programme' and careers with the aim of removing the barrier of transportation to help you access employment or training opportunities. The Tees Valley Combined Authority (TVCA) also have a 'Stay Local, Go Far' campaign aimed at retaining young people to stay or return to the area to fulfil their career aspirations.<sup>29,30</sup>

The National Careers service also offer guidance on work experience on the national careers service website.<sup>31</sup>

## 5.4 Community Services and groups

**MFC Foundation** – regards employability as one of the foundations strategic themes. The MFC Foundation currently delivers programmes on behalf of The Prince’s Trust related to roles in football and social health care. They are also involved in Coach Core, employing four apprentices per year. MFCF partner with The Twinning Project to deliver employability and leadership in Kirklevington Prison, whilst having a relationship with British Land to do two projects; education based called Raise Your Game (for young people in a local secondary school)<sup>32</sup> and employability based called Bright Lights to encourage employment in one of the retail partners on Teesside Park. Education is a large provision for the foundation, delivering physical activity and PSHE in thirteen primary schools and mentoring/curriculum support to those at risk of exclusion in thirteen secondary schools (all schools are predominantly in Middlesbrough/Redcar and Cleveland)<sup>33</sup>

**The Prince’s Trust** has worked closely with the education, training and employment sector previously e.g. holding an event at the Riverside Stadium and offering bespoke pre-employment support.

**A Tees Valley recruitment campaign** is currently being developed with young people being a key target audience. They have also engaged with around 35+ community leads who support people seeking employment and have very limited research directly with people seeking work. For young people the main challenge was that the biggest sector in the Tees Valley (health and social care) is not on their radar or consideration list, many they had negative perceptions so ruled out the sector. Some were also not aware of the range of non-direct care opportunities in the sector e.g., admin, IT. They wanted better access to information.

**The High Tide Foundation** is a local Teesside charity with a remit around raising aspiration and work experience – they are keen to collaborate with all local employers and will design and deliver bespoke programmes.<sup>34</sup>

**The Northeast Raising Aspiration Partnership** bring all NE universities together to focus on widening participation and encouraging more young people to consider university. One of the current target groups is white working-class young men reflecting the sparse numbers entering university.<sup>35</sup>

**Thirteen Housing** provide a range of support for young people, supporting with managing a tenancy and learning new skills to manage and keep their homes. It offers a wide range of services to help you people to achieve their career goals from personalised help with Job applications and interviews to volunteering and in work support.

## 5.5 NHS Trusts

**Widening Participation group** - South Tees NHS Trust offers volunteering initiatives which are a great way to gain experience and potentially a start to a career. The Prospect Programme based in the Trust has a particularly good record (approx. 80% go into work or further education) of supporting people with multiple barriers to gain experience and enter the sector and they work closely with JCP, the Education and Training Collective (ETC) and a range of other organizations. The Trust also works with Outwood Academy Ormesby to focus on raising aspiration and address local challenges. Other NHS trusts which cover the South Tees

area e.g., Northeast Ambulance Service and Tees Esk Wear Valley Trust also deliver volunteering initiatives and a range of community activities to raise interest in and understanding of the sector. There are other sector-based volunteering opportunities e.g., Local authority and Hospice. The Widening Participation initiative, also support small projects to increase recruitment to social care based on a values approach, support existing staff who may have additional needs e.g., dyslexia and have been collaborating with Starfish to support young people to progress to health and social care.

**Northeast and North Cumbria Integration Care Boards (NENC ICB)** Have conferred with several partners who are interested in developing a 'Get Into' programme offering people under 30 years of age placements in health and social care to taste jobs and put them in a good pace to apply for any vacancies at the end of the programme. The NENC ICB is currently one of 10 national pathfinders developing a support programme for young people under 25 with care experience to enter employment, education, or training (his is the 'NHS Universal Family' programme).<sup>36</sup> This is being piloted during 23/24 in Newcastle, Northumbria, and North Tyneside but from April 2024 the expectation is this will be offered in all places covered by the ICB and would include Middlesbrough and Redcar. The NENC Child Health and Wellbeing Network also have an interest in this work.

## 6. What are the key issues?

### 6.1 Key issues identified in the provision and delivery of apprenticeships, Study programmes, supported internships, training, and work placements for young people.

To maximize future opportunities for young people through study programmes, supported internships, apprenticeships, training, and work placements, it is essential to address key issues such as limited awareness, skills gap, access barriers, quality assurance, employer engagement, and smooth transitions into employment. Greater promotion, improved career guidance, targeted support for underrepresented groups, and increased collaboration between educational institutions and employers are necessary to ensure young people can make the most of these valuable pathways, equipping them with the skills and experiences needed to succeed in their future careers.

Redcar and Cleveland Council have seen a decline in apprenticeships across the country in the past few years and where the NE had a very strong base, R&C have seen a larger decline.

Some of the recognised key Issues of Apprenticeships, Training and Work Placements for young people to maximize future opportunities are as follows.

- 1. Professional opinion:** Professionals within our regions local authorities have stated that the current section on extended offers of apprenticeships, training, and work placements for young people to make the most of current and future local opportunities is too generic, lacks an understanding of the landscape and does not contain enough localised examples.
- 2. Limited Awareness and Information:** Many young people may not be fully aware of the benefits and opportunities offered by apprenticeship training and work placements. Insufficient promotion and limited access to accurate information can result in a lack of understanding about these pathways, hindering their ability to make informed decisions about their careers as well as listening to and trusting those with little education or knowledge in subject.
- 3. Skills Gap and Mismatch:** A gap may exist between the skills required by employers and the skills possessed by young people seeking apprenticeships or work placements. This mismatch can lead to difficulties in securing suitable opportunities and limit the effectiveness of the training received.
- 4. Access and Equality:** Accessibility barriers, such as geographical location, transportation, and financial constraints, can limit young people's access to apprenticeships and work placements. This can disproportionately affect disadvantaged groups, perpetuating social inequalities and limiting their ability to make the most of future opportunities.
- 5. Lack of Quality and Monitoring:** In some cases, apprenticeship training and work placements may not meet the desired quality standards. Insufficient monitoring and

evaluation mechanisms can undermine the learning experience and hinder the development of the necessary skills and knowledge required for future career success.

- 6. Employer Engagement and Support:** Collaboration between employers and educational institutions is crucial for the success of apprenticeship training and work placements. However, some employers may not be fully engaged or prepared to provide adequate support, mentoring, and career development opportunities to young apprentices or placement students.
- 7. Transition into Employment:** While apprenticeship training and work placements aim to enhance employability, young people may still face challenges transitioning into permanent employment. Factors such as limited job opportunities, economic downturns, and competition can impact their ability to capitalize on the skills acquired during their training or placement.
- 8. Maths and English Requirements:** minimum Requirements in Maths and English can act as a barrier to moving into Apprenticeships. Recent Changes (**Aug 2022**) have identified that this may be a barrier for some young people accessing Level 2 Apprenticeships, so the Education Skills Funding Agency have made changes to support Level 2 Apprentices in that they no longer need to study for and take level 2 English and Maths tests to complete their apprenticeship, instead they can focus on L1 English and maths Qualifications.

## 7. Factors affecting Education, Employment & Training

### 7.1 Attainment and Attendance

#### Attainment

The proportion of Key Stage 2 children (11-year-olds) achieving 'expected' standards in Maths and Reading at KS2 improved from 57% in 2022 to 59% in 2023 eliminating the gap with England and are an improving trend since 2019 (pre-pandemic outcomes). These statistics cover the attainment of Key Stage 2 pupils who took assessments in summer 2023 (GOV.UK, 2023) and show that:

- 59% of pupils met the expected standard in reading, writing and maths (combined)
- 69% of pupils met the expected standard in reading; an increase of 1% on 2022 scores but 4% lower than England.
- 71% of pupils met the expected standard in mathematics; an increase of 3% on 2022 scores meaning a narrowing of the gap to national by 2%.
- 74% of pupils met the expected standard in writing; an increase of 6% on 2022 scores and 3% above England.
- The disadvantaged gap index is down from 3.23 in 2022 to 3.20 in 2023.

Based on key stage 1 outcomes, pupils at the end of key stage 2 make more than expected progress compared to their peers nationally.

#### Attendance

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level result. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage. (<https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/>)

Middlesbrough:

Figure 13 below shows school attendance in Middlesbrough for various groups of children in Middlesbrough. Attendance is generally low, almost regardless of which metric is considered. For example, overall attendance at 91.2% is well below the average for England which is currently 93%. Similarly persistent absence (where attendance is below 90%) is very high in Middlesbrough at 26% compared to the national of 20%. Secondary school attendance at only 88% is of significant concern. Primary attendance is lower than national but not by as great a margin and attendance at special schools is around the national average.

Figure 13: School attendance in Middlesbrough

Sept 2023 to April 2024	%		
	Absence (All children)	Persistent Absence (PA)	Severe Absence (SA)
All pupils	91.2	26.5	3.3
Secondary	88.6	32.1	5.6
Primary	93.4	22.1	1.4
Special	87.7	34.5	6.1

Source – Department for Education (DfE)

Causes of low school attendance (list not exhaustive):

- Social deprivation
- Disability/poor physical health/mental health (either the child, sibling, or parent)
- Young carers
- Substance misuse by parent/guardian
- Mental health issues
- Undiagnosed learning needs
- Poverty
- In the care system

## 7.2 Young Carers

- According to Action for Children (2023), there are an estimated 800,000 young carers aged 11 – 16 in England. There are an estimated 1 million young carers across the UK when accounting for the numbers in Scotland, Wales, and Northern Ireland.
- By definition, a young carer is someone under the age of 18 who looks after a family member or friend who has a physical or mental health condition, or misuses drugs or alcohol. They may also look after brothers, sisters, or elderly relatives too.
- 27% of young carers aged 11 – 15 years miss school and/or have low levels of attendance. 39% of young carers said nobody in their school was aware of their caring responsibilities in the household.
- Many aren't properly supported as they move into adulthood. and 87% don't receive the transition assessment, which is a legal requirement and helps them think about life after caring.

A Paper called “The health, well-being and future opportunities of young carers: a population approach” (2020)<sup>37</sup> highlighted that one in twelve of the pupils surveyed for the study provided informal care. Young carers are significantly less likely to see themselves going on to further or higher education and are more likely to report psychosocial difficulties and mental health problems. Young people who provide unpaid care are more likely than their

non-caring counterparts to have poorer health outcomes, in terms of both self-reported and objective measures. High levels of young carers have been attributed to high levels of deprivation and poor health. Having the following Impact on education, employment, and opportunity:

- Caring may further impact a young person's participation and success in education, which is a key social determinant of health. A longitudinal study of young carers found that 1 in 20 had missed school owing to caring responsibilities; they had significantly lower achievement at General Certificate of Secondary Education and were more likely to end up outside the education system and out of work or training.
- Data from the Longitudinal Survey of Young People in England, for example, showed that young carers in work at the ages of 20 and 21 years were more likely to be in lower skilled occupations than non-caring counterparts.<sup>13</sup> As such, these findings demonstrate how caring not only can impact the immediate health and well-being of young people but also may shape the later social determinants of adult health, such as education and employment trajectories.
- Butler and Astbury found that young carers who provided emotional support for others had negative experiences with schooling, such as poor attendance and bullying, as well as stigma and feelings of isolation.
- Some young carers have also been found to display 'limited horizons', wherein thinking about the future is restricted by caring responsibilities. These experiences may in turn make the transition from school to either higher education or the labour market more challenging for young carers.

### 7.3 Children in care

“Children in care are young people, generally under the age of 18, for whom the state acquires some parental responsibility. In most cases, children are removed from the care of their parents, provided with alternative accommodation and support by state agencies, charities or private organisations contracted by the state (Thoburn, 2010).”

In reference to children being in care and educational outcomes the following study, what is the relationship between being in care and the educational outcomes of children? (2015)<sup>38</sup> explained that the education of children in care has long been a concern for policymakers, practitioners, foster carers, teachers, and young people themselves. Government data and research have demonstrated an achievement gap between children in care and their peers that has sustained over many years. Findings from the studies in the review are unequivocal: as a group, children in care lag behind their peers on several measures of educational attainment, including grades, literacy and numeracy test scores, attendance and exclusions. Resulting in recommendations such as estimating the impact of being in care on educational outcomes is not a simple task. Findings are greatly influenced by the study sample and control groups, the data available and methodology. Future studies aiming to estimate the impact of being in care on educational outcomes should use, as far as possible, more homogenous samples, adequate control groups and methodologies which allow some causal inferences to be made. Research should also provide in as much detail as possible the different experiences and characteristics of children and young people within its samples, so that judgements can be made about other potential contributors to educational outcomes.



## 7.4 The Youth Justice System

The youth justice system (YJS) in England and Wales works to prevent offending and reoffending by children. The youth justice system in England and Wales is different to the adult system and is structured to address the needs of children (those aged 10 to 17). In 2022, 13,800 children were cautioned or sentenced, with 8000 first time entrants to the youth justice system. This is a 78% fall from the year ending March 2022 (GOV.UK, 2022).

South Tees Youth Justice Service (STYJS) covers the two local authority areas of Middlesbrough and Redcar and Cleveland. STYJS has evolved in recent years to respond to changing local circumstances and economic factors affecting young people. The current service model is a traditional YJS model with operational teams delivering case management in each local authority. The operational teams are supported by a Resource Team which includes Restorative Practice, Education, Training and Employment Support, performance management, service planning, policy and procedures and back-office support in the form of admin and information management services.

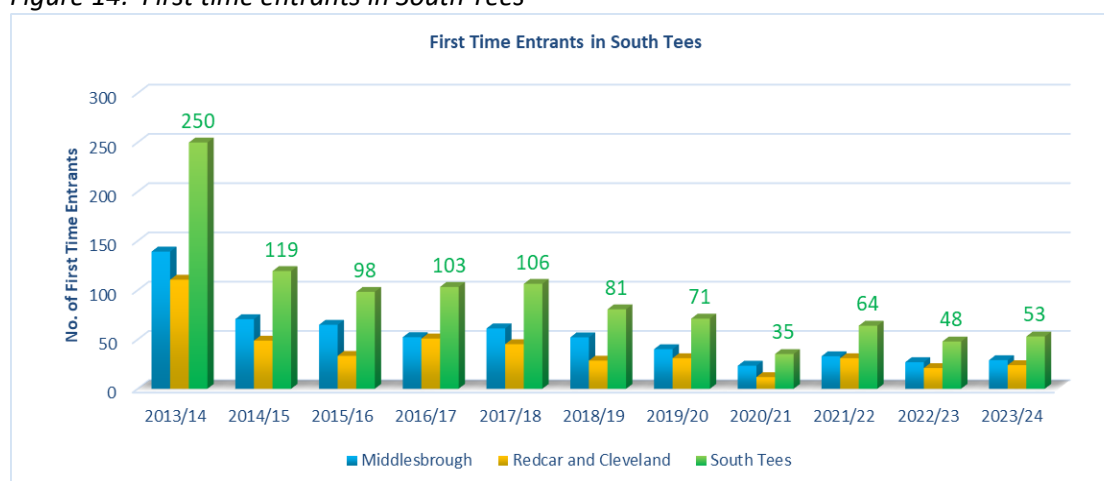
### The strategic purpose of STYJS is:

- To reduce first time entrants to the youth justice system
- To prevent re-offending by children and young people
- Reduce the use of custody for young people (both sentenced and remanded)

### First Time Entrants to the Youth Justice System:

During 2023-2024 there were 53 First Time Entrants (FTEs) into the Youth Justice system within South Tees as shown in Figure 14. This represents an increase of 5 FTEs (10.4%) from 48 the previous year, this included 29 from Middlesbrough and 24 from Redcar and Cleveland. This represents a 79% decrease from 2013/14.

Figure 14: First time entrants in South Tees



Local Authority	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Middlesbrough	139	71	65	52	61	52	40	23	33	27	29
Redcar & Cleveland	111	49	33	51	45	29	31	12	31	21	24
South Tees	250	119	98	103	106	81	71	35	64	48	53

Source: YOS Case Management System

National data up to 2023 for FTEs was based on data from the police national computer and was based on crimes committed in the YOT area rather than where the offender lived (case level data). Data for England shows a 64% decrease from 2013/14 to 2022 while South Tees shows a 64% decrease over the same period.

Latest national data based on case level data showing South Tees as a very similar % rate to England, as shown in Figure 15.

Figure 15: First time entrant rates in South Tees

Indicators - New Measurement (Latest data available from YJB)				
First Time Entrants YJB Rate per 100,000 of 10-17 population	South Tees	North East	Stat Neighbours	England
% FTE (Jan 23 - Dec 23 - latest available)	0.17%	0.18%	0.18%	0.17%
Number of FTE (Jan 23 - Dec 23 - latest available)	48	533	34	9150
Jan 23 - Dec 23 - FTE Rate per 100,000	171	183	184	167

Source: YJB statistics

## Age and Gender

Figure 16 shows the age group and sex of children receiving a caution or sentence compared to the general 10 to 17 population, England and Wales, year ending March 2023. Children aged 15 to 17 accounted for 74% of the young offending cohort, while making up 36% of the 10 to 17 population in England and Wales. Boys accounted for 86% of the offending population compared with 51% of the 10 to 17 population in England and Wales.

Figure 16: Caution age group and sex

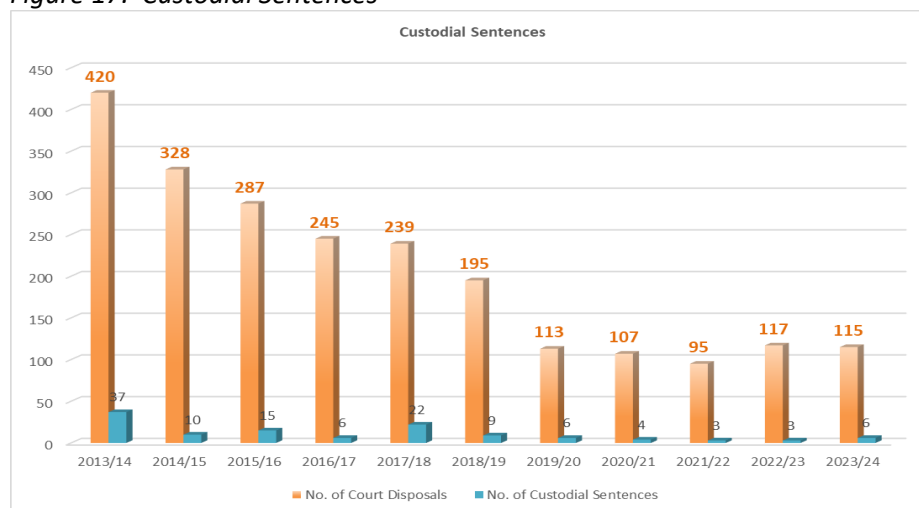
	Age 10 to 14	Age 15 to 17	Boys	Girls
Children receiving a caution or sentence	26%	74%	86%	14%
10 to 17 population	64%	36%	51%	49%

Source: YJB statistics

## Use of Custody – Custodial Sentences

There were only 6 custodial outcomes out of a total of 115 court outcomes in 2022-2023 in South Tees, as shown in Figure 17. This is a 73% reduction in court disposals since 2013/14 and an 84% reduction in custodial sentences over the same period.

Figure 17: Custodial Sentences



Source: YOS Case Management System

## Education Training and Employment

Following the Youth Justice inspection in 2019, which issued a challenge to the YJS to improve the education, training, and employment provision for young people, STYJS has ensured that this area has been a priority for the service. Investment has been made in an Education, Training and Employment Specialist role and additional support staff to co-ordinate support for young people.

The ETE Specialist role has re-established links with all education, training, and support providers in the South Tees area, supporting this work with guidance documents and protocols to ensure joint approaches and the sharing of information. Links have been established with SEN, Inclusion, Schools, PRUs and other providers to ensure that where required additional support can be offered to assist young people to engage or re-engage with education. STYJS has joint working protocols in place that allows the service to share information and data on a monthly cycle on school age young people. This information goes to the virtual school, SEN, and Inclusion team. This allows for robust and stronger partnership working and provides one consistent message to the family.

A key part of this approach has been the Inclusion Pathway in the Middlesbrough area which is designed to improve access to education, attendance, and behaviours in schools. In Redcar and Cleveland, the ETE Specialist is also engaging in a research programme to understand the reasons young people are absent from education to improve services in the area.

From April 2023 All Youth Justice Services have been required to report on a new set of Key Performance Indicators. These new KPI's were designed by the Ministry of Justice (MoJ) in consultation with the YJB, front line services, inspectorates, and other government departments. The indicators include the following.

- The percentage of children in the community and being released from custody attending a suitable ETE arrangement.
- The percentage of children who have an identified SEND need (or ALN in Wales), are in suitable ETE and have a formal learning plan in place for the current academic year.

Education remains a priority for the Service in 2023-24 as we intend to embed our practice and build on our relationships with ETE providers to ensure that the YJS is in a strong position to respond to the new ETE KPI set by the Youth Justice Board.

## 7.5 Culture

Enabling culturally sensitive career counselling through critically reflective practice: The role of reflexive diaries in personal and professional development (2014) <sup>39</sup> partly focused on the use of reflective diaries in the training and professional development of career counsellors, in particular the role of diary writing in relation to developing the skills of client-centred, empathic, non-judgemental career counselling. The use of reflective diaries in the training and development of student counsellors in the UK is discussed, especially the findings from a small-scale study which showed how some students found the process of diary writing helpful in their development. The capacity of reflective diary writing in enabling perspective transformation is emphasized, particularly in encouraging counsellors to challenge their

assumptions and the things they take for granted. Such a process enables career counsellors to keep the client and their worldview at the centre and simultaneously aim for greater counsellor neutrality and cultural sensitivity.

## 7.6 Disabilities

Partnering to Improve Career and Technical Education for Students with Disabilities: A Position Paper of the Division on Career Development and Transition (2019)<sup>40</sup> This article describes the Division of Career Development and Transition's (DCDT) position regarding Career Technical Education (CTE) and provides recommendations regarding more intense collaboration to improve access to and persistence in CTE for students with disabilities.

Recommendations: from the report suggested to Ensure all national, state, and local policies require access to and equity in secondary CTE for students with disabilities. The 2018 ACTE Quality CTE Program of Study Framework three key critical elements: (a) the program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive, and non-discriminatory; (b) students are actively recruited from populations that have been traditionally underrepresented, including by gender, race, and ethnicity, and/or special population status; and (c) career guidance is offered to all potential and current programs of study participants in a manner that is free from bias, inclusive, and non-discriminatory. And to Develop policies that enable collaborative partnerships and create policies to ensure data, accountability systems, and needs assessments are aligned.

## 7.7 Accessibility of work

### Grant Scheme: Access to Work

Access to Work is a discretionary grant scheme that provides personalised support to disabled people who are in paid employment, self-employed, apprentices, trainees, supported interns, doing self-directed work experience, on Jobcentre Plus promoted work trials, or going to a job interview. People can access help if disabled, have a mental health condition and/or have a long-term health condition that impacts their ability to work; are aged 16 or over and live in England, Scotland or Wales *Disabled* has the same meaning as in the Equality Act 2010. This defines disability as '*a physical or mental impairment which has a substantial and long-term adverse effect on [your] ability to carry out normal day-to-day activities*'. Disabled can also include disabilities that only become apparent in the workplace. Access to Work support covers a wide range of interventions beyond '*reasonable adjustments*' associated with overcoming work-related barriers resulting from disability.

A 2020 paper called Making the world of work accessible for young people (2020)<sup>41</sup> talked about the social enterprise through Access Generation CIC, was formed in 2016 and sets out to encourage organisations to employ inexperienced young people. Young people are often caught in a catch 22. They have little work experience but need work experience to get into employment. Online job application processes are not meeting young people's expectations. They take away the ability to deal with a person and do not accommodate for people who do not fit within a stereotype. Access

Generation have found that young people feel applying for jobs online is often like 'submitting an application into a black hole'. The lack of acknowledgement and feedback commonly leaves young people feeling disheartened, with lower resilience and confidence. The results of the employment accessibility research found that:

- 3 out of 4 employers do not have entry-level roles1 out of 3 employers had a very poor or no job section on their website.
- 3 out of 4 organisations failed to promote themselves as an employee.
- 4% of employers promote opportunities to progress.
- 6% of employers positively address diversity and inclusion.
- 1% of employers state when feedback is available.

Whilst also recommending that Employers should make a pledge to create entry-level roles, provide details of the recruitment processes (and provide feedback), provide examples of career progression in their business, make diversity and inclusion a priority.

## 8. What do local people say?

### 8.1 Local People opinions on offers of apprenticeships, training, and work placements for young people.

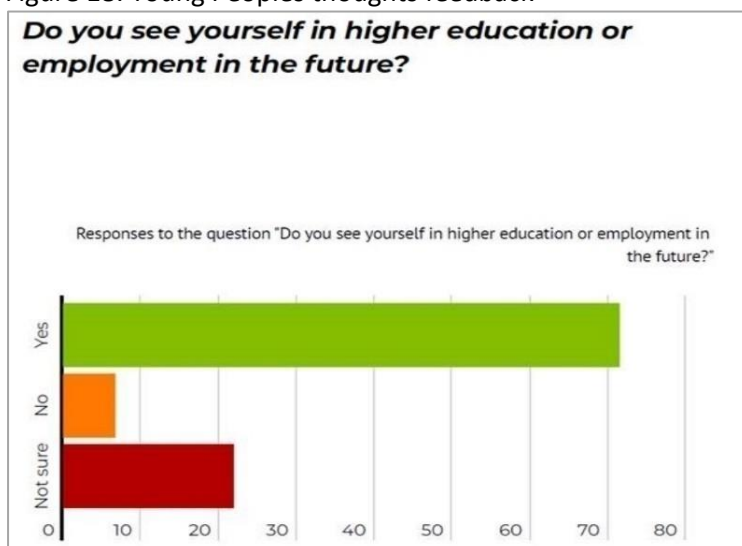
Redcar and Cleveland apprenticeships team have said – “Since covid we have seen a drop in applicants for roles and have seen more people attending who require additional support, whether that be a range of neurodiverse conditions, disabilities or general anxiety (which may be an impact from covid) or mental health conditions.”

Middlesbrough Council Regeneration team have said- “On the whole businesses respond well to any form of infrastructure improvements and sector developments as it supports their growth and brings new opportunities.”

Presented below are some statistics on young people’s thoughts around education, employment, and training – all the information came from the Young Researchers Project.<sup>42</sup>

Here are some key messages:

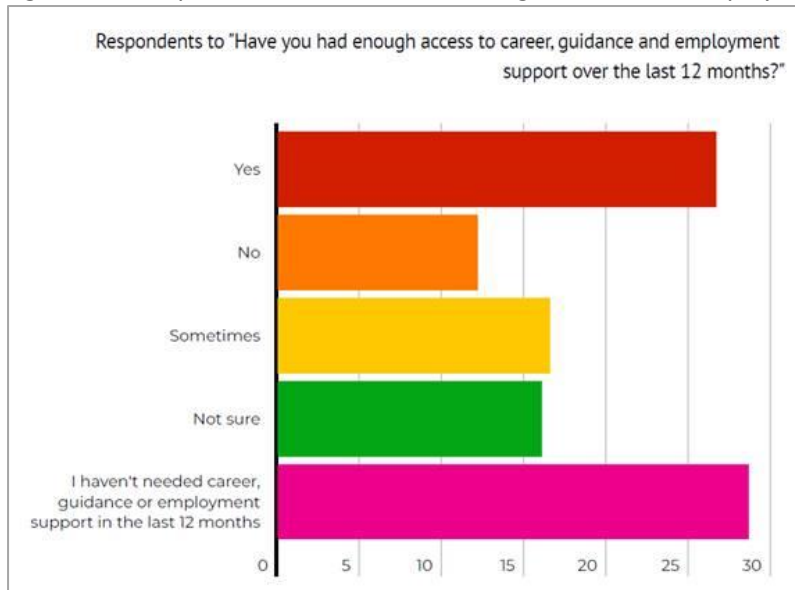
Figure 18: Young Peoples thoughts feedback



Source: Young Researchers Project

“When asked to explain their answer, young people on the survey commented that they were not clever enough, a lot were not sure what the future held, some were stressed by school or did not enjoy it. Others said they had certain aspirations including the military, university, creative jobs and more. A fair few mentioned leaving Middlesbrough to get better jobs, especially mentions of larger cities such as Newcastle and London.”

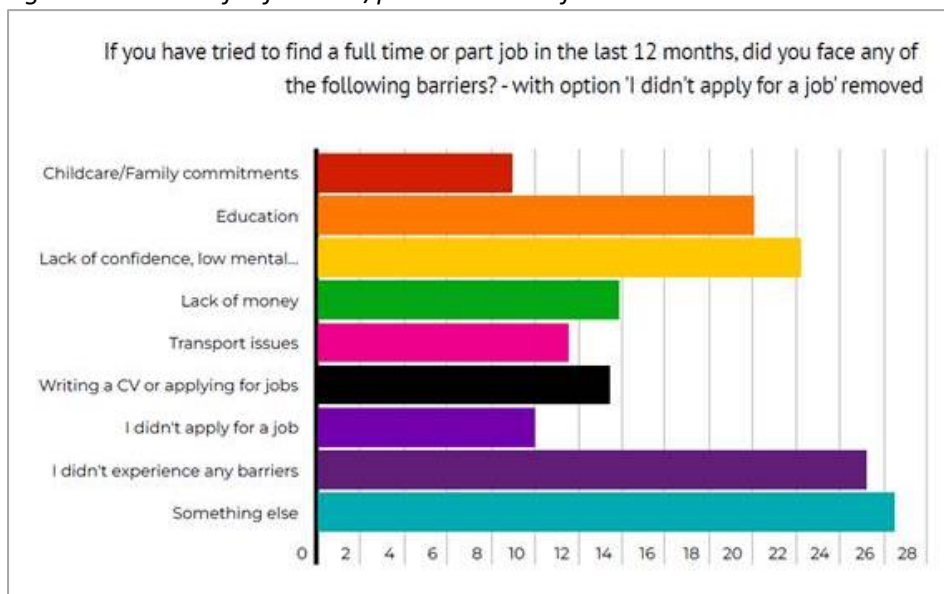
Figure 19 - Respondents access on careers, guidance, and employment



Source: Young Researchers Project

With access to career or employment guidance for young people, again the age group of respondents was discussed. This is because they thought many younger young people may not feel like they need any due to their age. Most young people said they had not needed it (29%), with 27% of respondents saying they had.

Figure 20 - Search for full-time/part-time work feedback



Source: Young Researchers Project

On barriers to finding a job, Young Researchers thought lack of confidence and low mental health would be the highest barriers. Surprisingly, 'Something else' was higher at 26%, though lack of confidence and low mental health was one of the higher options at 22%. Young Researchers suggested that because of the age group, most will not have applied for jobs at this time in their life, which would seem to align right with 'I didn't apply for a job' as the highest at 60%.

## 9. What are the recommendations?

- **Create a joint strategic working group or advisory group** – that will be a partnership working to identify a joined-up delivery approach to avoid duplication of programmes, provide a pathway for people and to raise awareness and create centralisation of about careers/employment/initiatives/ information.
  - Share programmes, projects, and opportunities to avoid duplication and identify gaps in service. A collective effort from stakeholders, including governments, educational institutions, employers, and civil society, is essential in realizing a future where young people have access to education, employment, and training opportunities, thereby ensuring a brighter and more inclusive future for the area.
  - Look at entry level criteria for jobs, against the area and workforce.
  - Age profiling for employment
  - Develop Mentoring, training, and guidance in work support programmes.
  - create better awareness of the opportunities available and entry requirements – to inform any practitioner working with the YP – PA’s & SW’s especially – frequently YP’s are given unrealistic goals.
  - Potential to develop a link with schools in July each year for work experience week and offer a range of hands on, out of school activities that excite young people.
  - Experiences and programmes like Teesside Uni, who did a great scenario-based day with the ambulance service etc highlighting health and social care careers. This may offer more of a return than ad hoc shadowing or talk in school.
  - Create dedicated resource to highlight the ongoing drive for young people training education and employment to get the ‘buy in’ this is a collaborative effort, and, in most cases, speed is important – when advice is given sometimes it takes too long to be actioned.
  
- **Create a minimum of in-school and college support for personalised Careers Guidance** for young people and one to one support available to support young people with placing into suitable AND attainable opportunities.
  
- **Provide education to families around the importance of friends and family support to young people to ensure their success.** Family and ‘at home’ conditions and support – for those that have chaotic homelives - a wraparound support service for parents and family giving education, ensuring commitment and support and how vital that support is for a young person’s success.
  
- **Workforce Development** – We need to ensure that all services currently working with Young People have the Knowledge and Skills to support young people to make informed choices about education, employment, and training. Early and timely intervention is key allowing issues to be addressed before they escalate, preventing long term negative consequences.



- **Data Sharing Improvements** – Data sharing provides insights into young people backgrounds, aspirations, and skills. Having access to readily available data can help services support young people to make informed decisions about the suitable pathways and improve the chances of successful transition. A single view of the young person that is fit for purpose will allow for a full analysis of different cohorts of young people and their needs. Regular review of the data will ensure service development is led by robust data.

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