connexions
Humber

The Boundaries of the Role of the Personal Adviser*

**Please note that the term Personal Adviser refers to ALL Personal Advisers whatever the specialism*

'The Connexions Partnership delivers a service which make available information and initial advice to all, provides more intensive guidance and support for those who are assessed as needing it and for whom the Connexions service is the most appropriate source of help and encourages, brokers and signposts young people to access opportunities and support from other partners' ('Requirements and Guidance for the Connexions Service')

1. Working Professionally

Personal Advisers are expected to put young people at the centre of their practice and must operate within the guidelines defined within the Code of Practice for Personal Advisers. Within the Code six principles of Personal Adviser practice are defined and all Personal Advisers must pay due regard to these principles in all their dealings with young people.

These principles are:

- Personal Advisers must work in the best interests of young people, placing the young people's needs, welfare and interests before their own beliefs and values.
- Personal Advisers must work to establish and maintain the trust of young people, providing an appropriate and agreed level of confidentiality in all their dealings with young people.
- Personal Advisers must promote the rights of young people when working with other voluntary, statutory and community organisations, advocating on young people's behalf and ensuring there is a coherent approach to support for young people.
- Personal Advisers must, wherever possible, engage parents, carers and families in supporting young people, upholding their trust in the service.
- Personal Advisers must uphold the integrity of the profession at all times.
- Personal Advisers must be responsible for reflecting on their own professional practice and for taking steps to maintain, improve and update their own knowledge and skills so they are able to continually deliver a quality service.

•

All of this should be carried out in a way that promotes equality of opportunity to all individual young people aged 13-19 (or up to their 25th birthday for young people with learning difficulties or disabilities, but after age19 the focus of the work would be on transition to adult services).

These principles will be underpinned by a Connexions Humber Code of Conduct

Six key roles of Personal Advisers

The six key roles the Personal Adviser are to:

- Engage with young people to identify and address their needs, offering information, advice, guidance and support on learning and careers options and personal development opportunities, with a view to raising the aspirations of each young person;

- Work with and support education and training institutions and employers in meeting the needs of young people;

- Work with a network of voluntary, statutory and community agencies, and commercial bodies to ensure a coherent approach to support for the young person

- Work with parents, carers and families to support young people in accessing learning and other personal development opportunities;

- Manage information effectively to facilitate the process of meeting the needs of young people

- Review and reflect upon their own professional practice to achieve continuous improvement.

Assess, Plan, Implement and Review (APIR)

All work undertaken with young people that involves guidance work of any kind, be it careers guidance or guidance on other aspects of a young person's life should be underpinned by the use of an assessment and planning framework. In addition where it indicates on Trakrekord that young person has had more than 3 or more individual face to face interventions with a Personal Adviser, indicating that supportive work is needed, it should also be underpinned by the use of an assessment framework. This should involve the thorough assessment of a young person's needs and the production of an action plan. The information from the assessment process should always drive the planning and delivery of an appropriately tailored plan for the individual young person. The Personal Adviser should co-ordinate the implementation of the plan and undertake a review to determine the difference that the intervention has made to the young person. Whether this is through the use of APIR, a shortened version of APIR, the Common Assessment Framework or involves a professional assessment of a

young persons strengths and needs during a Careers interview is a matter for the Personal Adviser to determine. It is anticipated that the use of the Common Assessment Framework will be used when a Personal Adviser feels that the work that they need to do with a young person is likely to involve one or more other agencies.
To use an assessment framework is good practice when working with young people and it is expected that young people's files and Trakrekord will show evidence of this work being undertaken. Action plans must be evident in the files with defined objectives for the work with that young person and they must relate to making '*a direct contribution to ensuring that young people are ready and motivated to engage in education employment and training opportunities'* as this is our stated objective in all our work with young people.

2. Personal Adviser's role in reducing the NEET figures

Connexions' main target is to contribute to the reduction of those young people not in education training or employment (NEET). There are a number of expectations on Personal Advisers in this area of work. We have specific targets relating to NEETS and it is everyone's responsibility to work towards lowering the NEET figure to meet the targets that Connexions Humber has been set.

We need to improve the management of the transition period when young people leave school. The following guidance is designed to formalise the handover arrangements during the transition:

Personal Advisers who work in schools to keep responsibility for destinations until Sept 1st

PA's who working schools will keep responsibility for tracking the destinations of leavers from their schools and for working with these leavers to place them into education and training, until Sept 1st after they have left school. At this point a formal handover will take place to a PA who is working with the NEET group. This should be documented in the young person's file. Practice has shown that early intensive work with this group of young people has been very effective. Experience has also shown that the handover between schools PA's and those working with the NEET group, with young people in colleges and WBL institutions, could be improved.

Robust formalised arrangements in place for handover at 16+ and 19+

There should be formal arrangements in place in centres for the handover of young people on 1st Sept to ensure that we do not lose contact with young people who are NEET especially at the early stages of being NEET.
Similarly at 19+ there should be formal arrangements in place to handover young people to the appropriate agencies, whether this is to Connexions Humber adult guidance colleagues, Jobcentre Plus or other services for adults is a matter for determination by the PA responsible for that young person. The arrangements

for handover should be documented in the young person's file when an exit form is completed.
Connexions adult guidance colleagues may also work with young people under 19 to help with CV writing and job search skills, subject to funding arrangements. Personal Advisers should seek out the links with IAG colleagues as young people reach 18 years.

Work in schools and colleges and WBL
It is important to recognise that all PA's are responsible for preventative NEET work in schools, colleges and work based learning centres. This involves raising the aspirations of young people through help support advice and guidance, this could be through careers guidance or other appropriate support to vulnerable young people. The principle is that PA's work as a team to make every effort to ensure that young people within the school, college or work based learning centres are aiming to achieve the best outcome that they can in terms of learning and training opportunities.
The schools, colleges and WBL centres will be expected to identify those young people who are in need of help and support so that they can be appropriately targeted by Connexions PA's. The specific requirements for particular groups of people are outlined in Section 4 of this document. The planning and strategy that goes into this will be determined in the school/college/WBL partnership agreements. Some institutions undertake this planning and strategy work, where this does not happen CAM's will negotiate how young people are to be identified and who will be their lead professional. Arrangements will also be made to agree how all young people who need a service from a PA can access it and how self referrals by young people can be accommodated.

Work with the most vulnerable young people in schools, colleges and WBL centres
The work that will be undertaken with the most vulnerable groups of young people will be agreed within the school/college/WBL partnership agreement. Work undertaken with young people who have been bullied, have anger management issues, sexual health issues or mental health problems etc will be underpinned by a set of guidelines and best practice materials that will help both the Personal Advisers and the schools to identify the boundaries to this work.

Supporting young people who are employed
Although the Connexions Service does work quite closely with some employers, Personal Advisers have a responsibility to support young people who are taken on by employers, especially in relation to accessing training opportunities.

Working with young people who are in crisis
In order for work with young people in crisis to be effective protocols should be negotiated by managers, with other agencies in particular housing and social services and 16+ leaving care teams including defining clear criteria for Section

17 money**.** Without this integrated services approach the help that Personal Advisers can offer to young people will always be limited.
Any work undertaken by Personal Advisers should be underpinned by effective assessment so defining the nature of the problem effectively and working out a strategy for dealing with the immediate problem. Although it may be unrealistic to expect a Personal Adviser to undertake a full APIR when a young person is in crisis a full assessment of need is required to ensure that the personal adviser is addressing the right problem. As it states above if the work continues beyond 2 interventions i.e. on the third intervention, then the work must be underpinned by making an assessment of a young person's needs, the production of an action plan, the implementation of the plan and it's review. Whether this is through the use of APIR, a shortened version of APIR, the Common Assessment Framework or involves a professional assessment of need during a Careers interview is a matter for the Personal Adviser to determine. To use an assessment framework is good practice when working with young people and it is expected that young people's files and Trakrekord will show evidence of this work being undertaken.

To assist Personal Advisers who deal with young people who come into the centre, an electronic manual will be created which will incorporate information that we have already on referral processes to other agencies.

3. The role of the Personal Adviser within the Children's Trust, the Every Child Matters agenda and the 14-19 Curriculum

All work that Personal Advisers undertake should make a direct contribution to ensuring that young people are ready and motivated to engage in education employment and training opportunities. This is a focussing of our work to ensure that we are clear about the role of Connexions Personal Advisers within the Children's Trust the Every Child Matters agenda and the 14-19 curriculum changes. The implication of this is that when we undertake work with young people we must consider carefully the work that needs to be undertaken and ensure that we are not covering work that is the statutory responsibility of another organisation, such as schools, colleges, housing, social services, mental health services etc. Under Sections 114,115, 119 and 120 of the Learning and Skills Act 2000 Connexions should have clear and effective working arrangements with appropriate agencies, including information sharing arrangements.

All Personal Advisers must work towards the 5 Every Child Matters outcomes for young people:

- Be healthy
- Be safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Integrated services for young people

Personal advisers who work in the same school/college or other institution should ensure that they work together as a team to support the IAG process and to provide a seamless service to young people. Where there are multi agency teams within a school or college or elsewhere, they should ensure that they work together as part of a team offering integrated services to the young people in that institution.

Avoiding Duplication

It is important that Personal Advisers do not undertake work that is repeated by another Personal Adviser or another professional. All PA's must check with the young person whether any other work is being done with another professional and it should be decided who will take the lead and how work will be communicated between professionals. It is not expected that a young person will have more than one Personal Adviser at a time unless a specific piece of work is being undertaken that will help the young person e.g. Careers Guidance, benefits information, condom distribution, that is not necessarily the expertise of the Personal Adviser who is dealing with the young person. Personal Advisers in these cases will agree the handover/hand back arrangements with the young person. Wherever possible Personal Advisers should deal in the most holistic way with young people.

The Lead Professional

The concept of the Lead Professional is not a new one to Connexions Personal Advisers, it has a lot of similarities with the role of the Personal Adviser, though there are some key differences to the operation of this role. It will involve a holistic approach to looking at the needs of the young person and their family. It will mean identifying the needs of the young person but may also involve identifying the needs of the family. The Lead Professional will be expected to co-ordinate the provision of services to the young person and to the family, where this will support the young person. At this stage the role of the Lead Professional has not been fully defined within any of the four Children's Trusts across the Humber sub region and nationally consultation on the role is still underway. From our experiences to date it would seem that where it is clearly identified that the young person will be ready and motivated to engage in education or training opportunities, once the barriers to learning are removed, the Personal Adviser will be the likely lead professional. The Common Assessment Framework, which will identify the young person's needs, is aimed mainly at young people who may not meet the threshold of statutory services but whose problems may be complex and combined, create a significant need. The PA will broker in and oversee the provision of services to the young person and their family (where relevant), though they may not necessarily provide any services. They will also be expected to monitor and review the plan put in place around the provision of services.

Young people (and their family where relevant) will have a say in who their Lead Professional will be and Personal Advisers and their managers will have to be mindful of the caseload of an individual PA when taking on this role, though in some cases the PA may already be working with the young person.

Addressing Gaps in Services for Young People

We are aware there are gaps in services for young people but instead of trying to fill them, these gaps should be addressed through school agreements, agreed protocols with other agencies and Personal Advisers brokering in other services. As an organisation we need to evidence gaps in services and managers will need to take up with agencies any consistent lack of provision. Where it is happening routinely it must be drawn to the attention of the commissioning body of the Children's Trust. As the Common Assessment Framework is rolled out it will play a key role in identifying any gaps in services so that it is brought to the attention of the strategic planners who are the people able to address this. This process of identifying gaps and trying to broker in the appropriate services instead of attempting to fill them will not be easy for Personal Advisers, it presumes a good knowledge of the roles and responsibilities of other agencies and the confidence and assertiveness skills to argue a case and the resilience to keep at the services who are not providing. The aim is to provide a seamless service for young people through brokering in help where necessary, not taking on the role ourselves.

What young people have said they value about Connexions Personal Advisers

Young people have been consulted and what they like best about the Personal Adviser role is that help is given when it's needed, indicating that open access is a positive thing for them. They like the fact that they can turn to a PA as a person that they trust and who will keep their conversations confidential. The confidentiality aspect is very important to them. Occasionally they have said that they have had a personality clash with a PA and appreciate it when they can negotiate to have another PA.

National research has also shown that the idea of a 'powerful friend' is very important to young people and the advocacy role is one of the things that they value most about a PA.

4. Statutory Responsibilities and Expectations of The Connexions Service

With the advent of Children's Trusts, Personal Advisers must be aware of the statutory responsibilities and other expectations that the Connexions Service has to meet. We must ensure that these responsibilities are fulfilled before we take on any other work. The work expected of Connexions Personal Advisers has been defined in Appendix 1 of this document using statutory guidance and other sources of information that outlines the work expected of the Connexions Service. It has been broken down into specific areas of work, as follows:

Area of Work	Section in Appendix 1	Page no.
Substance Misuse	Section A	11
Housing	Section B	14
Bullying	Section C	16
Anger Management	Section D	18
Careers Education and Guidance	Section E	19
Teenage Pregnancy/Sexual Health	Section F	24
FE Colleges/Sixth Form Colleges	Section G	26
Work with Young Offenders	Section H	29
Work with young people who are NEET	Section I	31
Advice on Benefits	Section J	33
Work with young people with Learning Difficulties or Disabilities	Section K	37
Work with Care Leavers	Section L	40
Work with the emotional well being of young people	Section M	42

As well as these specific areas of work outlined in Appendix 1 (and included in the table above) there is also a requirement for Connexions to identify and work with the following groups of young people:
Young asylum seekers and refugees
Lesbian, gay and bisexual young people (LGB)
Young people who run away from home or care or are at risk of doing so
Young people who move across partnership boundaries
Young people living in rural or isolated areas

Personal Advisers should take account of the fact that some groups of young people have a more specific role demanded by Connexions than others and where this is the case Personal Advisers should refer to the appropriate section(s) indicated above.

There is also a requirement that services are designed to meet the needs of both genders.

Safeguarding

All Personal Advisers have a responsibility to safeguard the welfare of young people and have a statutory obligation to make prompt child protection referrals where necessary. (*Children's Act 1989 and 2004)*

All Personal Advisers should follow the 'Guidelines for Connexions Humber Staff'' which is an Annexe to the Connexions Humber Child Protection Policy when considering making a referral to social services for a 'child in need' or a 'child at risk of significant harm'.

Maintenance of a Client Management System

All PA's must use Trakrekord and have training in how best to use it, including what must be recorded and why.

Guidelines will be issued and training provided on how to record professionally and it is expected that all Personal Advisers will adhere to these guidelines. Monitoring of Trakrekord input and of case files will take place through supervision and through quality checks and PA's will be informed if their record keeping does not meet the required standards and additional training will be required.

Personal Advisers must inform young people that their personal data will be held on Trakrekord and consent must be sought and re-sought, and recorded

Promote and communicate information about EMA and Care to Learn

All PA's should have an understanding of EMA/C2L and give general information to young people. PA's should promote EMA/C2L to appropriate pupils in Year 11 and those post 16 in the NEET group and should support any institution-based EMA clinics for young people and their parents.

PA's should also challenge practice where young people who wish to go to a different institution post 16, to the one that they are currently in, and they are not provided with EMA forms.

The role of the Connexions Humber Personal Advisers will be underpinned by a common job description, competencies, that are expected of PA's at different levels, and a progression framework.

ROLE OF THE PERSONAL ADVISER

The following information is intended to more closely define the role of the Personal Adviser working in particular settings, they are intended as a 'menu of activities'. No one is expected to do everything in the list and there may be more emphasis on one area of work at the expense of another; this will depend on the context in which the Personal Adviser is working. However, the work of the Personal Advisers should always be within the parameters set down. There may be times when, to meet the individual needs of the young person, it may be necessary to 'step outside the box', but this must be done only in consultation with your team manager.
It is likely that when working with young people Personal Advisers will cut across these areas of work, so it is important that all Personal Advisers are aware of the expectations in each of the areas of work.

SECTION A

ROLE OF PERSONAL ADVISER - SUBSTANCE MISUSE ISSUES

The main role of the Personal Adviser is to remove barriers to education, training and employment

Although this a non-legislative function there is a mandatory grant requirement for Connexions to deliver a service to meet the needs of young substance users and those at risk of substance misuse. Connexions has a responsibility to identify the cohort of substance misuses and those at risk of substance misuse and where necessary refer on to another source of substance misuse advice i.e. Tier 2 services or appropriate specialist support i.e. Tier 3 or 4.
The following table identifies work that Connexions Personal Advisers could undertake with young people who have substance use issues:

1. Working with young people who do not see drug use as a problem in their life and who are able to carry on as normal (Tier 1/2):

Assess holistically the needs of the young person through APIR/CAF and use drug screening tools where available to identify the tier of help needed
Recognise and respond to signs and symptoms of substance abuse
Explore issues that arise from drug use
Give information on sources of help available
Give advice/tips on giving up
Spell out the legal aspects of drug use and the consequences in their future lives eg jobs, travel, health, money, to combat glamorisation of drug use
Gentle drip feed about the negative aspects of substance abuse, rather than the big 'no'
Go with the young person to the drugs agency for support where appropriate
Work with schools and other agencies to develop the drugs education programme/preventative work
Make professional judgements about the welfare and safety of children and young people i.e if they are pregnant, if they live with substance abusing parents, if young people are runners for drug dealers
Work on getting young people back into learning – school college, alternative learning programmes

2. Working with young people whose live are affected by their own or other's substance misuse (Tier 3/4)

Assess holistically the needs of the young person through APIR/CAF and use drug screening tools where available
Give advice on how to keep the young person safe in the short term
Give information and advice about where they can obtain support
Go with young people to the drugs/other support agency where appropriate
Support young people through the agreed referral to specialist drugs agency
Make professional judgements about the welfare and safety of children and young people. Make appropriate child protection referrals
With the consent of young people involve parents/carers
Work with other agencies to ensure that young people are not put in unsafe situations eg inappropriate hostels
Work in co-ordinated way with other agencies who are already working with the young person
Pass onto managers concerns about lack of provision

Personal Advisers should not:
Undertake counselling
Support young people to obtain drugs, alcohol or medication
Act as 'family support' after an overdose
Undertake Tier 3/ 4 work
Act as an emergency service

SECTION B

ROLE OF PERSONAL ADVISER - HOUSING

Although this a non-legislative function there is a mandatory grant requirement for Connexions to deliver a service to meet the needs of homeless young people and young people at risk of becoming homeless or experiencing housing difficulties. Connexions has a responsibility to identify young people falling into this category and make clear working arrangements with housing depts, housing advice providers, registered social landlords, foyers(where applicable) and homelessness agencies. Where possible Personal Advisers will work with parents and carers. We are expected to offer targeted support to improve outcomes for young people who are homeless or at risk of becoming homeless or experiencing housing difficulties, the work that Personal Adviser will undertake is detailed in the tables below:

1. Supporting homeless/roofless young people who need to make initial contact with housing dept

Signpost young people to the housing dept – customer services
In cases where young people do not have any confidence, take young people to Housing Dept to show them where it is
Prepare young people –arm them with some information on how to do it (keywords they need to use, teach them to ask housing staff to write down what the young person needs to do
Support young people when they come back from the Housing Dept, including signposting them to what they need to do
Give young people basic information on their housing rights or signpost to HIHAC or similar agencies on behalf of young people to help them understand their rights
Prepare the housing support agency when sending a young person (depending on relationship with the housing agency)
When 3 interventions have taken place with the young person, do APIR, produce an action plan for agreement by line manager

2. Helping Young people through the application process for housing

Educate young people into systems –how to use them and how to behave
Encourage young people to do as much as possible themselves and /or help them to access ways of doing it themselves
Be available when the young people ring up after going to housing dept and they are at a loss to know what to do next, for example, if they have been treated poorly
Have information for young people on what to do when making a housing application
Ensure they have access to information about the full range of benefits available
In a few complex cases a young person may need an advocate to access housing application system, PA's either signpost to appropriate agency or in exceptional cases may advocate for a young person, with the agreement of their line manager

3. Supporting young people once they are newly in accommodation

Assess the holistic needs of young people through APIR or CAF and decide on action plan
Work in partnership with other agencies to support young person to sustain tenancy the main role of the PA being to help the young person to find employment education and training
Where the focus is on supporting the young person into work or training, PA's may act as a lead professional to co-ordinate the multi agency approach to supporting the young person. The PA would need to have the agreement of their team manager to take the lead professional role on.
Advise young people on where to go for benefit advice and help
Signpost for help on how to clean effectively, simple electrical tasks (wiring a plug) budgeting, cooking simple meals, hygiene, healthy eating

Personal Advisers shouldn't:
Do painting and decorating/DIY

Personal Advisers shouldn't – contd.
Teach lifeskills
Be the sole provider of a package of support
Spend a day sorting out a young person's housing problems

SECTION C

ROLE OF PERSONAL ADVISER - BULLYING

The main role of the Personal Adviser is to remove barriers to education, training and employment

The is no legislative or non-legislative requirement for Connexions to work with young people who are bullied or who are bullies but as this is one of the areas that young people have consistently identified as a top issue, it would seem appropriate for Connexions Personal Advisers to work with young people on this issue.
Firstly however, it is important to find out what other work is being done in this area of work in the institution or geographical area in which the Personal Advisers is working so that the work that the Personal Adviser could undertake is agreed between the relevant agencies and where it fits in with other work being undertaken and the referral pathways. It is imperative that any Personal Adviser working in a school or college has read and understood the bullying policy within that institution and knows who else is working on bullying within the school.

In the table below it indicates the work that a Personal Adviser may undertake:

WORKING WITH YOUNG PEOPLE WHO HAVE BEEN BULLIED OR WHO ARE BULLIES

Deal with the bullied, deal with self referrals straightaway
Advise young people on what to do in terms of reporting it
Work with young people on bully avoidance and strategies for dealing with it *Guidance on this and programme of activities to be developed*
Work with parents to engage with them, to air concerns on both sides and to work with them to take action in appropriate way
Work with young person on self esteem issues *Guidance on this and programme to be developed*
Occasionally can deal with bullies eg self esteem or other holistic help – any other type of help need to have advice and support from manager on boundaries here re. Expertise
Help young people access a wider range of people to help and support them
See young people who want to work with PA
Use child protection procedures in appropriate circumstances, need to ensure that issues are dealt with
Support schools bullying policy –attend training days, be involved in consultation
Work with other statutory and voluntary agencies that deal with young people and bullying issues

Personal Advisers shouldn't:
Get involved in the dispute
Overlap with work going on already in the school/community
Undertake work without being trained

SECTION D. ROLE OF THE PERSONAL ADVISER – ANGER MANAGEMENT

The main role of the Personal Adviser is to remove barriers to education, training and employment

There is no legislative or non-legislative requirement for Connexions Personal Advisers to work on anger management issues with young people but a number of young people do come to Personal Advisers requesting help. It is essential that the Personal Adviser is aware of other work going on in their area, with young people, on this issue. In schools where the educational psychologist may be doing some work on this and there may also be behaviour support specialists undertaking work, it is imperative that the Personal Adviser is aware of where their work may fit into the work already being done, so there is no duplication of effort and that the work is co-ordinated.

Below are some examples of work that Personal Advisers could undertake:

See young people who self refer, talk about how you may be able to help, if they want help or See young people who are 'sent' to them by staff and negotiate contract with them over work you will/can do
Work with the young person to understand their anger *Guidelines and strategy to be written and issued*
Work on self esteem and assertiveness
Help young person to develop a support network
Low level guidance on how to deal with anger in the here and now
Use listening strategies with young people
Work on Actions, Consequences and Responsibility
Link in with any mentoring schemes
Develop an action plan with a young person on what they want and how they can achieve it – specific things

Personal Advisers shouldn't:

Act as a behaviour specialist in a school
Act as an isolation unit for pupils who have become angry in school
Overlap with any other work being undertaken in the school.

SECTION E

ROLE OF THE PERSONAL ADVISER – CAREERS EDUCATION AND GUIDANCE

Under Section 8 of the Employment and Training Act 1973 (amended by the TURER Act 1993) the Connexions Service has a statutory responsibility to ensure that careers services are provided for school and college students and that all young people have access to support on making learning and career choices.
There is also a requirement that we ensure arrangements are in place and operating effectively to support the transition of young people to Information Advice and Guidance services at age 20 and up to 25th birthday for young people with a learning difficulty and disability.
This includes work done in schools, colleges and in work based learning and those placed with providers in the voluntary and community sector. With the advent of the 14-19 agenda there will also be an increased need for Careers Guidance for young people who are choosing an alternative education route and those young people who are NEET. The strength of the PA Careers work in schools is the work done at the transition stages – Years 9, 11 and 13 giving information, advice and mainly the guidance interview. Careers Guidance has been defined as a:

'much more in depth process than advice which will involve a more thorough analysis of a clients interests, skills and goals. There will then be a discussion about the education, training or employment routes which the client can progress onto.'
This includes consideration of self-awareness, opportunities awareness, decision making and transitions.

Some schools may want to start interviews earlier in which case each individual institution will need to decide how to use the PA time allocated to their school. This will be a negotiated, flexible part of the school agreement.

Careers guidance but as part of the ECM agenda
Because we have to provide Personal Advisers with a Careers specialism, this group of PA's must focus on careers guidance, but this focus must also take into account their role within the Every Child Matters agenda and their role in safeguarding young people. The responsibilities within the safeguarding are clearly defined in the annexe to the Connexions Humber Child Protection Policy - 'Guidelines for Personal Advisers'

Action Plans to replace Career Plans
Personal Advisers with a careers specialism should not use the career plan format as this contains fields that are no longer required. They should confine

themselves instead to Action Notes, which focus on the action agreed with the young person, preferably in bullet points. It is not necessary, for example, to indicate the client's current situation or where they did their work experience. Action Notes should be a maximum of one side of A4; most should be considerably less.

Careers Education

Personal Advisers who work in schools colleges and work-based learning institutions should take part in Careers Education only where it will add value to the work that they do, such as information sessions on specific careers or explanations of the application processes. Any of the PA's in school could deliver this work as long as they have the training.
Groupwork will be useful for those who have left school but who missed the PSE sessions on filling in forms, writing CV's and how to interview well. Again this can be offered in the centres by any of the PA's or Client Services Adviser as long as they have the training.

If a Personal Adviser feels that any gaps in the knowledge or preparedness of young people to make vocational choices, could be helped by changes in the in the Careers Education programme, this should be discussed with the local curriculum consultant.

Identifying which young people need a careers guidance interview

Schools, colleges and WBL providers need to be more proactive in prioritising young people who need a guidance interview. It should be written into the school/college/WBL partnership agreement how institutions intend to do this. The partnership agreements need to be much more specific aimed at making the best use of the of the Personal Advisers time.

Duty cover in the Office

Blanket duty cover in the office by Personal Advisers with a careers specialism will not be offered. There will be times when Personal Advisers make themselves available when appointments will be booked for young people to have careers guidance interviews. This cover may be offered for one or two days a week in centres depending on the perceived need in the centre.

Expected to support curriculum and staff development in careers work

This is largely the work undertaken by the curriculum consultants and the education team, not really the role of Personal Advisers. The role of the curriculum consultants is defined in APPENDIX 2 of this document.

The work of careers guidance specialists is outlined below and detailed arrangements are in the school and college partnership agreements:

1. Key Stage 3 –preparation for 14-19 agenda, making choices (Yr 8 but mainly Yr 9)

Ensure that all people who need to be prioritised for interviews are prioritised according to need
Attend transition plan reviews for those with a statement of SEN and on School Action Plus, interview these young people (and if appropriate see their family) before transition review
Ensure action plans from transition reviews are SMART and review progress of transition plan each term to ensure actions detailed in the transition plan are happening
Need to revisit prioritisation as needs change during the year
Develop a mechanism for challenging young people who, vocationally, think they know what they want but who may not have been seen by a PA
Undertake vocational awareness groupwork in Yrs 8 and 9
Introduce self to pupils in Yr 8/9 through parents' evenings, events in school or options evenings. Talk at options evening about choices, make appointments to see parents
Do some lunchtime drop ins, 1:1 interviews for some young people
Book in priority groups (SEN, LAC etc) for early interviews where appropriate
Go into tutor groups to introduce PA
Do groupwork to collate information on young people and/or disseminate questionnaires in preparation for year 10
Arrange to see young people who are not in school/on link courses, alternative learning programmes

Key Stage 4 (Yr 10 and 11)

YEAR 10

Identify who needs out county SEN and those SEN pupils who may need extra help and offer early interviews
Attend annual review/ transition plan, where appropriate, but unlikely to attend all.
Challenge any pre-selection of pupils by school if they are not in priority target groups agreed with school
Do mock interviews/role play in preparation for year 11 and for work experience
Some Year 10 guidance interviews, early interviews for those who may stay on in 6th form, non attenders
Attend parents evenings
Job search/job options with those on alternative curriculum
Summertime of Year 10, targeted work with non-attenders, work with other PA's in team/EWO if their skills are more appropriate to meet the needs of the young person

YEAR 11

Undertake careers guidance interviews, main bulk
Undertake section 140's for statemented pupils and those on school action plus, see the young person beforehand, work with SENCO
Attend Year 11 Annual review for young people who are statemented
Work together with other agencies to meet the holistic needs of young people
Be involved in recruitment process to assist college/WBL applicants
Leavers talks
FETRI - travel forms for pupils with LDD

Record intended destinations on Trakrekord and quick checking/tracking
Follow up young people, 2nd interviews, where appropriate
Give information on financial aspects eg EMA, Care to learn, benefits etc
Attend parents evenings
Intensive follow up of leavers in the summer period to 1st Sept, then formal handover to NEET PA's/college/WBL PA's
Go in on results day to help young people
Work with young people who are gifted and talented to look at options available
Consult with young people re careers guidance provision

Personal Advisers shouldn't:
Undertake blanket interviewing
Contribute to careers education programmes on a regular basis
Substitute for teachers/Connexions Coordinator/Careers manager
Organise own interviews
Duplicate the work of the curriculum consultant
Organise careers library
Photocopy information for clients

SECTION F

ROLE OF THE PERSONAL ADVISER - TEENAGE PREGNANCY/SEXUAL HEALTH

The main role of the Personal Adviser is to remove barriers to education, training and employment

Although this a non-legislative function there is a mandatory grant requirement for Connexions to work with pregnant teenagers and teenage parents and is expected to identify and deliver services to meet the needs of this group of young people. Teenage mothers should receive appropriate and targeted support to help them re-engage in learning or employment and clear working arrangements are needed with local Teenage Pregnancy Co-ordinators and Sure Start Plus Advisers where appropriate.

We are expected to contribute to the cross government targets on teenage pregnancy *to reduce the under 18 conception rate by 50% (2010) and establish a downward trend in the conception rate for under 16's.*

The work of the Personal Adviser is outlined in the tables below:

Work with other agencies to support young people who are pregnant and young parents – work with Voluntary agencies, social services, Teenage pregnancy workers, housing agency, domestic violence, education welfare, sure start, midwives, childminding co-ordinators, benefits liaison
Give advice and guidance to young people about who can help eg pregnancy testing, contraception advice, housing, breast feeding, nutrition, smoking cessation. Always pass on to health professionals young people wanting abortion advice/counselling
Deal with child protection issues including issues around domestic violence – go to case conferences, be part of core group, go to LAC meetings
Work as part of multi agency/virtual team with other agencies to provide holistic package for pregnant teenagers and teenage parents
Work with young people to raise self esteem Use work sheets and programmes agreed by Connexions Humber
Help young people to fill in 'Care to learn' applications
Give information on EMA and where to go for benefits, maternity grant, community care grant and other sources of practical help eg baby clothes being passed on, voluntary organisations for furniture etc

Advise on housing applications, how to go about it – need to follow guidelines for PA's on housing Letters of support for housing application
Give advice on Community care grants
Accompany young mums to toddler group for first time
Help young people to access appropriate course first aid course, health and safety
Visit young people in young parents unit
Visit to training providers and go to reviews
Very occasionally go to court to advocate for young person but only in agreement with manager
Help young people to transfer to adult services – health visitors, adult guidance (handover formally), give advice on Adult Education.
Work with others to run young parents courses/ support groups
Undertake group work in children's centres to give information on who can help in relation to benefits, housing.
Run sessions on Education and training and CV writing
Work with parents particularly for those under 16

Personal Advisers shouldn't:
Give out condoms/do chlamydia testing without being trained
Visit clients in hospital
Go to appointments on a regular/ongoing basis
Undertake babysitting

SECTION G

ROLE OF THE PERSONAL ADVISER - F.E. COLLEGES AND 6TH FORM COLLEGES AND WORK BASED LEARNING

Connexions has a legislative requirement to offer careers services to college students and a requirement that all young people have access to support on making learning and career choices and to target those who are at risk of not making a smooth transition at 16**.**

There are some specific grant requirements for those who are on work based learning courses within colleges or with work based learning providers:

For those young people who are defined as having Additional Social Needs (ASN) or Additional Learning Needs (ALN) reviews have to be conducted at least 6 monthly and the PA has the sign the review documentation. It is good practice to attend the reviews where possible.

Entry to Employment (E2E)
It is the role of the Personal Adviser to determine a young person's suitability for E2E. In deciding if E2E is the most appropriate next step, Personal Advisers will need to consider whether a young person shows the willingness and readiness to engage in learning in order to progress.

The E2E referral form should be completed when carrying out an initial assessment (APIR) with a young person that determines they are suitable and ready to benefit from E2E.
Young people can also be recruited directly by the provider or submitted by other key workers in which case they will complete the initial assessment and referral form.

Initial assessment is a process of gathering information from a young person regarding their career aims and aspirations, their previous experience and achievements, as well as identifying their learning and support needs. The APIR framework has been designed to assist Personal Advisers in carrying out the process.

Unless the young person disagrees, the results of all initial assessment activities should be transferred to the E2E provider, by attaching them to the form. During E2E these will be used by the provider to identify what further initial assessment is necessary. If the young person is not willing to share the results of all initial assessment activities a note should be recorded to that effect and the assessment profile must not be passed on.

During the first 6 weeks on the programme the provider will carry out an assessment process with the young person, in relation to their learning and support requirements. This should be a positive experience for the young person and should capture the starting point of the young person to their programme and allow distance travelled from this to be subsequently measured. Initial assessment activities by the provider should be designed to complement activities undertaken by the Connexions Service and used to identify key objectives for the young person.

Personal Advisers will then sign the E2E passport to confirm the young person's suitability for the programme, agree objectives and give details of their role in supporting the young person during their E2E programme

Training Providers are responsible for completing reviews with learners but Personal Advisers should also see learners on a regular basis to ensure support is being received and so contribute to the review process.

Moving on plan
Where a young person is progressing to employment only, a Connexions PA must endorse this as an appropriate next step for the young person in order for the E2E provider to claim a progression bonus. Personal Advisers should enter their name, signature and date when signed

Work with young people who have learning difficulties and disabilities on discrete courses and on mainstream courses. *Although the statement ends when a young person leaves school it is good practice to transfer all the documentation to the 6th form or college and to review the progress of these young people annually* *NB the SEN review will look more closely at this work*
E2E provision will be dealt with by PA's and links will need to be made between PA's to meet the holistic needs of the young people in college, guidelines on housing, bullying, anger management, teenage pregnancy, drugs, YOTS, should be followed
H.E.work up to 20th birthday (Year 1 and Yr 2 and transition to Year 3) – individual interviews, progression talks, career planning
Offer vacancies/placing service
Careers Guidance interviews
Group sessions to introduce PA eg in large group at beginning of year, in tutor groups, longer sessions with specific groups on progression routes for GNVQ students or GCSE groups
Taking part in 'Careers Days' eg giving a talk on 'Taking a Year Out'
Ensure students are transferred/have information on Connexions Services/ Adult services – Next Steps, Learn Direct, HE teams

Attend Parents evenings – (Ist year –application to Uni, Second Year advice on Finance/transition)
Attend HE evenings
Attend enrolment days to be available to help those who haven't got the results they want. (May have to decide which ones to attend and advertise effectively)
Offer service at 'A' level results time
Work with tutors/support services to flag up potential NEETS, also work with own PA's to determine who will pick up which students and identify clear criteria
Disseminate posters, leaflets – marketing function and educative function (displays etc)
Follow up work for students who have been residential at college

Personal Advisers shouldn't:
Undertake blanket interviewing
Contribute to careers education programmes on a regular basis
Substitute for teachers/Connexions Co-ordinator/Careers manager
Organise own interviews
Duplicate the work of the curriculum consultant
Organise careers library
Photocopy information for clients

SECTION H

ROLE OF THE PERSONAL ADVISER – YOT

The main role of the Personal Adviser is to remove barriers to education, training and employment

Although this a non-legislative function there is a mandatory grant requirement for Connexions to identify and meet the needs of young offenders and young people at risk of becoming involved in offending. Connexions contributes to the shared target with the Home Office for 90% of 13-18 year olds supervised by Youth Offending Teams, to be in education training and employment.
Clear working arrangements should be operating effectively between the PA and the YOT worker assigned to the young person.
Targeted support should be in place in order to improve outcomes for young offenders and young people at risk of becoming involved in offending.

1. WORKING ARRANGEMENTS WITH YOT

Attend appropriate team meetings
Be available prior to and after the team briefings for any queries from the team
Deal with any referrals within an agreed timescale (Can be driven by orders or immediate need)
Liaise with Connexions teams regarding young people in their area
Attend (or give information to host PA for) appropriate planning review meetings at YOI's/STC's for those young people on DTO's of any duration to look at the training/release plan and /or through use of video conferencing link facility
Gather assessment information, including action plans, from Connexions PA's attached to YOTS/STC's for young people supervised by the YOT and carry out research/prepare information, where appropriate

2. REFERRING YOUNG PEOPLE TO LEARNING OPPORTUNITIES OR EMPLOYMENT OR TRAINING

Refer young people to E2E and pre E2E provision or employment
Exchange appropriate information with relevant YOT team members

Work with the young person to prepare them for E2E
Facilitate access to E2E or other training programmes
Represent the YOT on the LSC operational group for E2E

3. INTENSIVE SUPERVISION AND SURVEILLANCE PROGRAMME (ISSP)

Encourage and support young people to participate in education, training or employment
Influence training provision regarding quality and accessibility
Support young people's progression into mainstream opportunity or full time employment
Aid young person to fill in application forms for learning providers
Offer 1:1 confidential support to young people to identify (through APIR assessment) and overcome any barriers to education training or employment
Provide impartial advice and information on options and routes into ETE
Draw up individual development plans by working through APIR/CAF
Update all relevant records on Trakrekord and YOIS+
Attend initial joint case conferences and joint progression reviews
Provide up to date information to YOT staff on training and learning opportunities
Keep case managers informed of attendance drop out rate and any issues that may arise

Personal Advisers shouldn't:
Get too involved with the YOT to the detriment of the Connexions work
Overlap with the work of the YOT workers

SECTION I

WORK WITH YOUNG PEOPLE WHO ARE NEET

Connexions grant funding is linked to the Public Service Agreement targets, these are:

Reducing the proportion of 16-18 year olds not in education, employment or training (NEET) by 2 percentage points between 2004 and 2010:

Connexions has to consider how they will

- Contribute to the Teenage pregnancy strategy target
- Support the Youth Justice Board in increasing the proportion of supervised offenders undertaking education training and employment
- Tackling over representation in the NEET group of young people with learning difficulty and or disability, from specific BME groups, care leavers and other vulnerable groups

Increasing the proportion of 19 year olds achieving level 2:
Connexions should identify and young people who have not yet attained level 2 and help them to access appropriate provision

Other shared PSA targets:
Local area plans should reflect Connexions contribution to the following targets and PA's should work towards these:

- Reducing the under 18 conception rate
- Improving levels of school attendance and attainment pre-16
- Reducing the use of class A drugs and frequent use of any illicit drug among young people under the age of 25, especially by the most vulnerable young people.

Work towards ESF targets, where applicable.

WORKING WITH YOUNG PEOPLE WHO ARE NEET

Track young people who are NEET
Assess the needs of young people who are NEET through comprehensive information gathering
Work within the APIR Framework – agree the key issues and negotiate an action plan for change and moving forward
Work with the young person on their own personal development and preparation for work and adult life using appropriate motivational techniques
Give impartial advice and guidance on a full range of issues
Broker in support from other agencies to meet the needs of the young person
Help with job applications
Preparing for the transition to work
Building confidence and self esteem
Placing into employment, education or training
Advocate on behalf of the young person
Identify perceived gaps in education and training provision
Gives information about financial support to young people see Section J
Engage with a wide range of individuals and community organisations to enable young people to access community resources
Seek out the links with Connexions Humber Adult Guidance colleagues as young people reach 18 years and agree, subject to funding, what work can be undertaken by adult guidance workers.
Determine the handover arrangements at 19+ to Connexions Adult Guidance workers and/or other adult workers eg Job-centre plus, Disability Adviser, as appropriate
Monitoring young people’s progress against mutually agreed plans
Gather feedback from young people on the service provided
Recording interventions with young people

Personal Advisers shouldn’t:
Take young people to leisure activities on a regular basis.

SECTION J

ADVICE ON BENEFITS

There is a requirement that Connexions provides young people with general information on how to claim statutory benefits and other financial support

Personal Advisers should endeavour to identify those who may be eligible to claim a statutory benefit and refer them to the appropriate agency. Agreed procedures relating to the claim procedure should be followed and support provided as needed including accompanying clients to benefit interviews to provide support according to the individual client needs.
Personal Advisers are expected to give general advice about potential eligibility including an outline explanation of the labour market conditions of claiming certain benefits.
<u>The respective roles of the Connexions Service and Job Centre Plus should be made clear to the young person: establishing entitlement to benefit is always the responsibility of Job Centre Plus</u>

The Connexions Service is expected to provide certain factual information, concerning a person's efforts to find work or training, to Job Centre Plus to enable them to accurately determine initial and ongoing entitlement to benefit. In the majority of cases the information being passed on will not be of a private or sensitive nature but in such cases the information shared should be considered in relation to the overall benefit to the client and their movement towards the labour market

The provision of this information is mandatory and does not require the consent of the young person. However as a general principle and as a matter of good practice, we should at the onset make clear to our clients the use to which information obtained in the course of providing assistance in finding employment/training may be put and there are circumstances such as benefit liaison where we are under an obligation to disclose certain information to Job Centre Plus. There will be many instances where the provision of information will help secure entitlement to benefit, as well as times when it enables Job Centre Plus to identify cases where the rules for receipt of benefit are not being met.

Job Centre Plus and Connexions should agree the types of information that should be exchanged and at what times. This should be covered in a local partnership agreement between Connexions and Job Centre Plus. We will ensure more robust partnership arrangements with Job Centre Plus around information sharing particularly around vacancies; these will also be identified within the partnership agreement. Included in the partnership agreements should also be locally agreed procedures on the referral of clients.

Placing services for young people into work and training and claiming procedures

Most young people, as a condition of claiming a statutory benefit, must register for work or training with the Connexions Service. These benefits include Extended Child Benefit, Bridging Allowance and Job Seekers Allowance. This is in recognition of our statutory role in providing information, advice and guidance and a placing service and also our expertise and functions in the field of training and education opportunities.

The Connexions Service is required at each main transition point to review with a young person their intentions and next steps so that the young person is clear about what they are going to do next. There should be a written record of what is agreed which can be in the form of an action plan or other decision record. Where an action plan already exists, it should be reviewed with the young person and updated if necessary.

Extended Child Benefit

If a young person is 16 or 17, unemployed, registered for work or training at a Connexions Centre and lives with their parents(s) or guardian(s) their parents or guardians may be able to claim Child Benefit for an extended period after they leave full time education. This can be paid for a short period while the young person seeks work or a training place. Personal Advisers should advise young people about to leave or who have just left full time education that this financial support may be available and the application procedure to follow

Bridging Allowance

Some young people may need to try more than one training place before they find one that's suits them best. They may also leave a place for other reasons, such as a Training Provider/Employer going out of business. Therefore, Bridging Allowance is available to young people who have left or lost a job/training and are now seeking to (re) enter training.

Bridging Allowance is payable to young people who demonstrate a willingness to make a fresh start in the labour market and may be incurring some additional expenses e.g. travel fares. It is not intended as a subsistence level payment and certain conditions apply.

Identified young people should be issued with a BA1 form and Personal Advisers should help the young person complete the form making sure they sign and date it. It should be taken to the relevant Job Centre Plus Office within 2 days of it being issued.

Job Seekers Allowance (J.S.A.)

Job Seekers Allowance is a single allowance for unemployed job seekers who are capable, available and actively seeking work and is paid at the discretion of Job Centre Plus to young people, in certain circumstances, who are registered with the Connexions Service

When making a claim for J.S.A. in order for the information about career decisions and steps agreed between the Connexions Service and a YP to be conveyed to Job Centre Plus, an ES9 registration and referral form must be completed. There is provision on the form for the details of a YP's employment and training goals, and the agreed action to achieve them by the YP and the Connexions PA. The ES9 also captures certain other information needed by Job Centre Plus in order to determine a young person's entitlement to J.S.A. and forms the basis of the young person's Job Seekers agreement with Job Centre Plus.

When a young person wishes to make a claim for Job Seekers Allowance, Personal Advisers should complete an ES9 promptly and not give an opinion as to the likely outcome of an individual claim.

If any changes occur during a claim, which means that the information given on the ES9 is no longer accurate, or needs to be added to, a revised ES9 should be prepared and submitted to Job Centre Plus.

There may be occasions when a YP needs to make an urgent claim for J.S.A and there is not enough time for a full guidance interview with an action plan and an ES9. When these circumstances arise PAs should register the YP for work and training and an ES11 should be issued in place of an ES9. The ES11 is a shortened version of the ES9, omitting the information about the YP's employment and training goals and the steps needed to achieve them. As the form confirms a YP's registration for work and training, this will allow a claim for J.S.A to proceed. An appointment for a full guidance interview should be made to take place as soon as possible and the date recorded on the ES11
It is in the best interests of the YP to have a guidance interview before making a claim for J.S.A., so it can be reflected in their Job Seekers Agreement, therefore the issuing of an ES11 in place of an ES9 should be kept to a minimum.

If the YP does not return to the Connexions Centre for a guidance interview on the appointment day, Personal Advisers should notify Job Centre Plus, as this will raise doubts on actively seeking, which may affect benefit payments.

Any change of circumstance or if a young person refuses or neglects to avail themselves of a training opportunity should be notified to Job Centre Plus using the exchange of information form ES22 (or local version CS22) giving details about training offers, interviews arranged and outcomes.

It is good practice to complete a young person's job search activity log (ES4) with them before subsequent appointments with Job Centre Plus to acknowledge appointments attended, opportunities applied for etc which will in turn will provide proof to Job Centre Plus that the young person is actively seeking training/employment.

Personal Advisers shouldn't:
Give decisions on entitlement to specific benefits
Do 'better off' calculations

Section K

WORKING WITH YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND DISABILITIES IN SCHOOLS AND COLLEGES

Under Section 140 of the Learning and Skills act 2000 our statutory responsibilities relating to young people with learning difficulties and disabilities are set out and some additional requirements are defined in the SEN Code of Practice. These are set out below. Some of these responsibilities relate to pupils who have statements of special educational needs and in some Local Education Authorities young people are not being issued with a statement, instead the money is going direct to the schools. Where this is the case we will have locally agreed protocols for meeting our statutory responsibilities whilst also ensuring that vulnerable young people get the help that they need. The learning agreements in the schools and colleges should define arrangements for picking up the most vulnerable pupils, who should be identified through this route. There should be a separate annexe in the school/college/WBL partnership[agreement that outlines the Personal Adviser's dealings with the young people with learning difficulties and disabilities and the school SENCO or college/WBL contact should be involved in agreeing this section of the learning agreement. There is a separate partnership agreement for special schools, this can also be use as an annexe to the mainstream school to cover the work done with young people who are statemented and who are on school action plus.

PA's must be invited to and must attend year 9 reviews, where a transition plan is drawn up.

This applies to statemented pupils only, but it may be that locally it is agreed that some other young people will benefit from a transition plan.

CAM's need to look at the PA allocation in schools and start with reviews that need to be done (ie Yr 9 and 11) and allocate careers interviews afterwards when we can see what time is left. PA Careers should the attend reviews of young people in mainstream schools as their options are wider and this is at the heart of the guidance process. Before a transition review there should always be a pre-meeting with the young person (and also with their parents where necessary) and a preliminary action plan should be drawn up that can contribute to the review.

Any of the Personal Advisers could attend the reviews in special schools where the holistic issues may be just as great but the progression options are more limited.

When attending year 9 transition reviews more information is needed from the school to feed into the transition plan as they are the ones who know the young people best and can provide useful information to help with the transition planning process. This involvement should be defined in the school learning agreement.

It would be helpful if transition plans had an improved format where the objectives are SMART so they can be effectively monitored. This will be developed through agreement with the LEA's.

PA's should co-ordinate the delivery of the Transition Plan
Currently we are not co-ordinating the delivery of the transition plan. This co-ordination role does not necessarily mean that the Personal Adviser does all the work but it means that they work with the young person and their family to ensure that the services that should be delivered are delivered. The transition plan will be reviewed every year to ensure that the details are still current and that any action agreed has taken place. If the personal adviser does not attend the year 10 review it would be good practice to provide a short report to state where the transition plan has been working and where the areas for development are. This co-ordination role can be undertaken by any of the PA's who work in the school. Where it is relevant it is anticipated that the PA's will undertake the role of the Lead Professional in these cases where the young person agrees and it is in their best interests.

PA's should be invited to and should attend the review meeting in year 11.
SEN Code of Practice (based on SEN Disability Act 2001)
It may not be possible to field PA's for all year 9, 10 and 11 reviews. For a Connexions Service there is some flexibility over attending year 10 reviews as they are not mandatory. Personal Advisers will decide whether to go to a young person's year 10 or Year 11 review. The attendance at year 10 reviews should start in January of that academic year and run over to become Year 11 reviews in the first term of year 11. In this way flexibility is exercised depending on the needs of the young person. This will depend on the schools identifying those who need help early and also those who have changed their minds in year 11. These arrangements should be put into the school agreements.

Year 11 reviews and some late year 10 reviews should be used to discuss and complete section 140, as the collective experience of the participants in a review will add depth to the process. The information needed for the successful completion of the Section 140 should be agreed with the SENCO in the separate Annexe of the school learning agreement.

Connexions should ensure that where a young person has a statement a copy of the statement together with the most recent annual review and the transition plan is passed to social services and any post 16 provision that a young person is attending. *SEN Code of Practice*
We currently don't do this. This should be clarified and agreed with social services as part of the local protocol/partnership agreement.
We need to clarify with DfES where we stand re confidentiality here.

Exceptionally a person with complex learning difficulties or disabilities may need continued advice and guidance beyond the age of 19
This will have to be on the basis of individual need and any work with over 19's will be reviewed during supervision. Transition to adult services at 19 is currently problematic, through local protocols and partnership agreements we need to identify formal transition arrangements for young people with Learning Difficulties and Disabilities. Generally Health and Social Services responsibility are very vague. We will need to clarify the transition arrangements through partnership agreements. We also need to have formal handover arrangements to the DRA at Jobcentre Plus.

As a condition of the grant PA's must ensure that all young people who have difficulty in transferring to FE or training (including those with SEN but without a statement), have a needs and provision assessment. *Section 140 Learning and Skills Act*
The Schools need to be more involved in assisting in filling in of the section 140 by giving quality information that is not available currently. SENCO's need to be asked to provide more information and this should be put into the learning agreement.

The PA whose caseload young person is on should complete section 140, it is not the responsibility of PA's with a careers specialism exclusively or the responsibility of PA's with a specialism in SEN. There will be training to support this.

Apart from those young people with statements of special educational need, Section 140's will only be completed for those young people who are on school action plus.

For those with SEN but without statements:
The Connexions Service should provide schools with information, which will help these students, make successful transitions to post school education training or work. *SEN Code of Practice*.
This will be an advisory role for both Personal Advisers in alerting the school to the opportunities available and for Curriculum Consultants to include in the resources for careers and health education and learning provider prospectuses. Schools should prioritise if any of these young people need special help and this must be made clear in the school agreements.

Personal Advisers shouldn't:
Give benefits advice, especially 'better off' calculations
Take young people to leisure clubs on a regular basis

SECTION L

WORKING WITH CARE LEAVERS

In relation to young people in care and care leavers Connexions has a legislative responsibility to all young people to:

- to increase the levels of participation in employment, education and training for care leavers aged 19, so that levels for this group are at least 75% of all young people in the same area by March 2004.

Connexions have a non-legislative requirement to:

- Ensure that all young people have access to support on making learning and careers choices (*Section 8 of the Employment and Training Act 1973, to ensure that careers services are provided for schools and college students.)*
- Ensure that young people aged 13-19 are offered support to enable their effective participation in learning (*Section 114 of the Learning and Skills Act 2000)*

Connexions contributes to the shared target with Department of Health:

- accurately and comprehensively identify the cohort of young people in care and care leavers.
- Agree clear working arrangements and operate effectively with relevant Social Services teams including adult Social Services teams.
- Ensure there is targeted support as needed in order to improve outcomes for young people in care and care leavers.

In relation to young people who move across different partnership areas there is a non-legislative requirement that Connexions will deliver services designed to meet their needs by:

- Ensuring there are systems in place and using best endeavours to accurately and comprehensively identify all young people who move across partnership areas.
- Agree and operate effectively clear working arrangements including information sharing and referral, with partnerships and agencies in other partnership areas to support young people who are in residential establishments outside their home area.

Connexions has a legislative responsibility for Care leavers who have additional issues to undertake the following functions:

- Accurately identify young people with learning difficulties and disabilities as well as specific obligations to attend the Year 9 annual review of young people with a statement of special educational need co-ordinating the resulting transition plan and to ensure that those young people who are likely to undertake post 16 education and training or higher education receive assessments of their educational and training needs *(Section 140 of the Learning and Skills Act 2000).*

  Ensure that young people with disabilities are able to access support, resources and materials and referral to learning and employment opportunities. (*Disability Discrimination Act 1995 as amended by the introduction of the SEN and Disabiltiy Act 2001*)

- Deliver services designed to meet the needs of young people from Black and Minority Ethnic groups (BME).*(Race Relations (Amendment) Act (2000)*

For Children subject to a care order or accommodated by a local authority
The local authority will be required to appoint a PA who will act as the Connexions PA for each of these young people, to devise the pathway plan and to ensure its implementation, whether or not they have a statement of special educational need. *SEN Code of Practice and Children's Leaving Care Act 2000*

It is good practice to wherever possible to ensure that Transition Plan for statemented pupils and the Looked After Plan are agreed at one and the same meeting and that there is just one plan in place for a young person and not two. This must be put into the partnership agreement with schools and with Children's Social Care.

Personal Advisers shouldn't:
Take people home
Duplicate the work of the leaving care team
Get too involved in the young person's situation
Attempt family mediation
Attend out of county LAC reviews

SECTION M

WORK WITH YOUNG PEOPLE AND THEIR EMOTIONAL WELL BEING

Although this a non-legislative function there is a mandatory grant requirement for Connexions to deliver a service to help young people to improve their emotional well being where this is getting in the way of employment and training opportunities. ‘Requirements and Guidance for the Connexions Service’ indicates that Connexions should offer targeted support to improve outcomes for young people with issues with their mental health. In each area there should be clear working arrangements with Child and Adolescent Mental Health Services (CAMHS) and with relevant services within primary care trusts and early intervention services and the voluntary and community sector. The extent of the work that the Personal Adviser will do should be agreed at local level with the appropriate agencies and appropriate training should be agreed.

A screening checklist has been devised which may help Personal Advisers to determine the need of young people in terms of the level of service that they require. Personal Advisers working regularly with young people with mental health problems need to access training and information to help them work effectively with young people who self harm and who experience anxiety and depression.
Some websites which offer help and information and gives guidance on help that non medical professionals can offer:

http://www.rcpsych.ac.uk/mentalhealthinformation/mentalhealthandgrowingup/26.self-harminyoungpeople.aspx

http://www.rcpsych.ac.uk/mentalhealthinformation/mentalhealthandgrowingup/34.depressioninchildren.aspx

http://www.selfharm.org.uk/help/friendsandfamilies/default.aspa

http://www.nshn.co.uk/resources.html

Personal Advisers shouldn’t:
Give counselling
Do Tier 3/4 work
Administer medication
Make diagnoses

APPENDIX 2

Role of the Curriculum Consultants

Curriculum consultants are required to:

- Work equitably with all schools in their area to ensure adequate provision of materials and information to support students' progression i.e. resources for careers and health education e.g. learning provider prospectuses etc.

- Organise local and sometimes sub-regional training events for teachers and/or PAs to provide/update knowledge or understanding of specific educational developments e.g. EMA, Green and White papers etc.

- Liaise with partner organisations to ensure 'seamless' and complementary provision to schools – i.e. EBLO, LSC, Enterprise Advisers

- Provide events to raise teachers' awareness of Post-16 learning opportunities locally – e.g. 'Magic Roundabout' in NE Lincs.

- Carry out assessments of schools against prescribed standards – e.g. 'Quality Works' and 'Gold Standard for IAG'.

- Help to fulfil the requirements of any external regional contracts e.g. Work Experience and Aim Higher.

- Contribute to any careers information materials issued to schools – e.g. i4u Pack

- Support the roll-out of sub-regional developments e.g. Common Prospectus and on-line application procedure.

- Attend and contribute to careers-related activities in their schools – e.g. Industry days, Job Hunt days etc

Curriculum consultants are not required to:

- Regularly deliver any element of a school's PSHCE programme.

- Provide one-to-one or group guidance to young people.

- Cover for PAs' absence.

- Carry any 'caseload' of clients.

- Routinely maintain schools' information access points.