

# Careers in the new Ofsted Framework

3<sup>rd</sup> December 2019

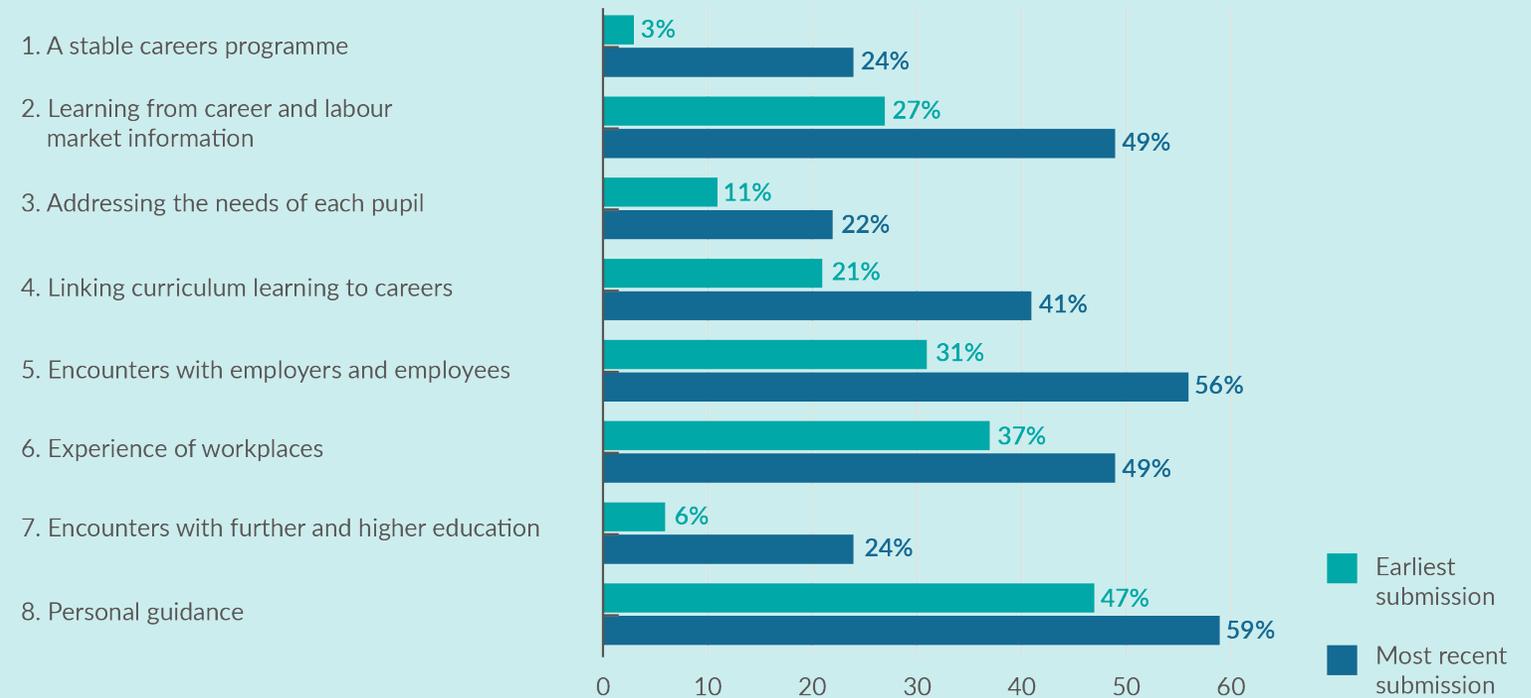
Presented by Rachel Green  
Area Education Manager - East

# Over 2,800 schools and colleges have now completed Compass

- Schools and colleges that have completed Compass twice achieve a mean average of 3.2 out of 8 benchmarks, an increase of over 50% since 2017.
- There has been progress on every benchmark, particularly on benchmarks 1, 4 and 5.

**2m** secondary aged children now engaging with employers

## Change in the proportion fully achieving each benchmark among repeat submissions



## **Aim of the session:**

- To understand careers within the new Ofsted framework and how this could be evidenced;
- Raising the profile of benchmarks 4, 5 and 6 with staff and students;
- To explore how careers can be aligned to whole school/college priorities.

# Context



**The EIF 2019 School handbook requires inspectors to evaluate whether schools are providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:**

- **unbiased careers advice**
- **experience of work**
- **contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.**

'Careers guidance and access for education and training providers', DfE Oct 2018"

## **The four key judgement areas:**

Quality of Education

Leadership & Management

Behaviour & Attitudes

Personal Development

**The new inspection framework places the focus of the inspection through the curriculum lens.**

# Quality of Education

The 'Quality of Education' judgement refers to the curriculum being **“coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.”**

- Is the curriculum coherent and sequenced towards growing knowledge and skills in readiness for next stages?
- How does the curriculum support/reflect local labour market needs?
- Does the careers programme match identified needs of your pupils?
- Does your career programme have progressive outcomes and can students/all staff articulate learning?
- Does CPD help **all staff** to understand their role in making sure that students are being prepared for 'future learning and employment'?



# Behaviour and attitudes

**“Learners attitudes to their education and training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.”**

**Where possible inspectors will talk to learners and triangulate behaviour and attitudes with other evidence observed throughout the inspection.**

Does your careers plan enable the development of enhanced:

- Cultural capital
- Positive attitudes to learning

Are you able to demonstrate the impact of the careers programme on behaviours and attitudes?

# Questions to evidence impact



## Motivated to achieve

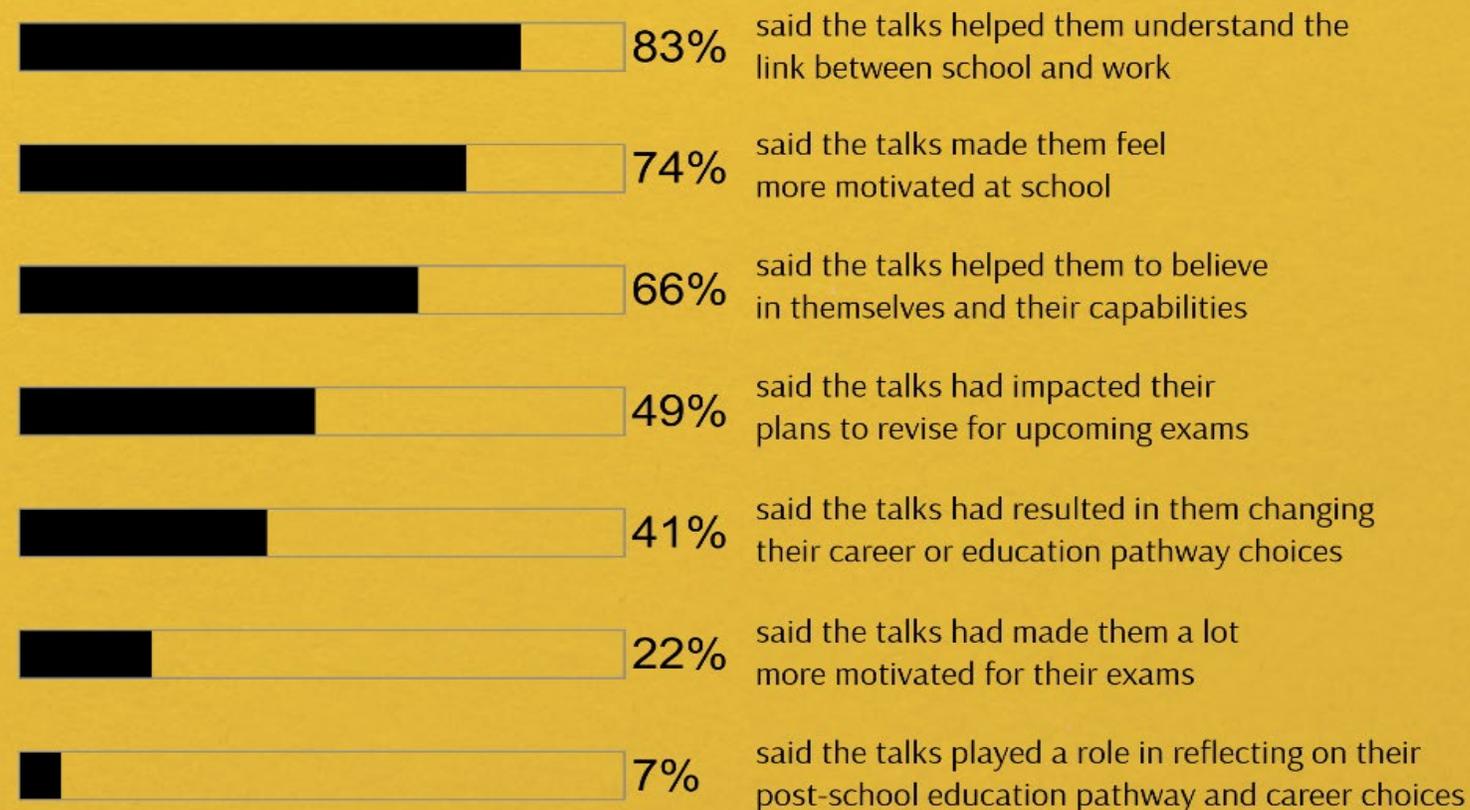
How encounters with the world of work can change attitudes and improve academic attainment

Education  
and Employers  
Research

Elnaz Kashefpakdel, Christian Percy and  
Jordan Rehill, Education and Employers

## Student feedback on the careers talks

Of those in the intervention group...



# Personal Development

**The personal development judgement will look to evidence how the curriculum extends beyond the academic.**

**As part of personal development, inspectors will evaluate:**

"...the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps."

"...it provides for learners' broader development, enabling them to develop and discover their interests and talents."

"...the curriculum and the providers' wider work, support learners to develop their character – including their resilience, confidence and independence."



# Consider Intent and Impact



## Is your careers plan predicated on what is right for your learners?

Why is your careers programme designed the way that it is?

Consider:

- Quality of offer / rationale of strategy and plans
- How do you roll-out your offer in a way that supports your cohorts and their specific nuances?
- The beneficial impact to your learners



## How does your careers plan meet the personal development needs of your learners?

Do enrichment activities contribute to the careers programme and wider personal development of learners?

What is the benefit to learners of the range of encounters, activities and experiences?

How do you know the impact your work is having?

# Leadership and Management

**Leaders of the school at all levels, from Governors, SLT and middle leaders should be aware of the work of the Careers Leader in the context of how it:**

- represents whole school ambition;
- permeates the curriculum;
- contributes widely to the development of all learners.

Broadening the definition of careers requires:

A shared understanding and agreement of what careers is and how it can support the School Development Plan priorities

Management to support the Careers Leader in becoming the 'conductor' of the orchestra with full support of SLT/Governors

Formal reporting procedures to governors to share the strategic careers plan and impact measures



# Evidencing

## How could careers be inspected?

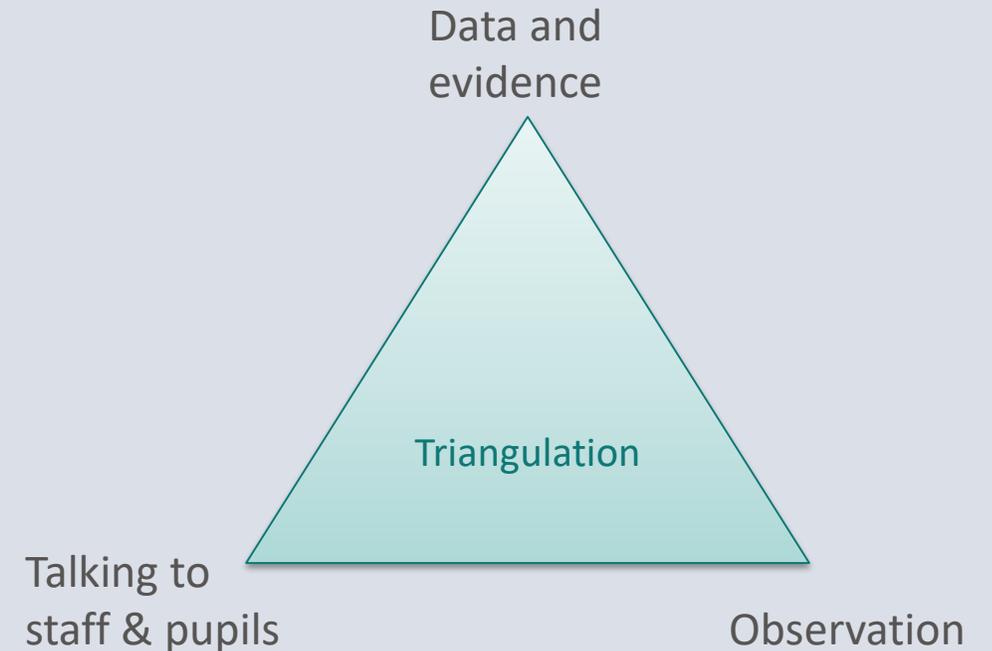
# How will Ofsted assess provision?

Inspectors will not ask for further evidence if they have seen it already demonstrated.

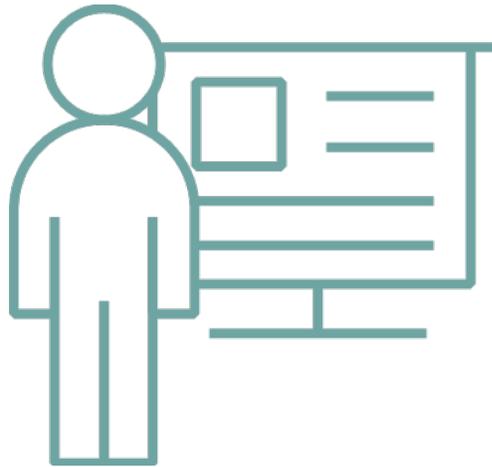
Careers should be a golden thread running through the entire curriculum.

Ofsted will triangulate:

- Leadership discussions
- The voice of young people and their views
- What the inspection team see, hear and experience.



# Publicly available information



Make sure your website is statutorily compliant and the information is as strong and in depth as possible, fit for purpose and audience.

**Ensure all staff are involved in developing this information to ensure messages are truly reflective of curriculum intent, implementation and can demonstrate impact for young people.**

## **Discussion:**

Consider your website pre-work.

How does your website compare with others?

How well does your website reflect the quality of your careers provision?

Would this be reflected in the inspection triangulation process?

## Alongside statutory information, you can:

- Include testimonies from students, parents and carers, stakeholders and partners;
- Showcase the range of opportunities you offer;
- Describe the experience of careers guidance that your young people experience;
- Offer information about how your school achieves the Gatsby Benchmarks;
- Provide case studies of impact;
- Show links to local LMI and need.

**Your website is your front window for your quality careers and guidance programme.**

# Careers Education Advice and Guidance:

DO WE SEE IT?

DO WE HEAR IT?

## What will Ofsted see?

Discussion:

How visible is careers in your setting?

## What will Ofsted hear?

Discussion:

How can you develop a shared vocabulary around careers in your setting?

How confident are you that staff and students could talk about their experience of careers?

Objective 2:  
Raising the profile of  
benchmarks 4, 5 and 6  
with staff and students

“

**“The school’s curriculum identifies opportunities when mathematical reasoning and solving problems will allow learners to make useful connections between mathematical ideas or to anticipate practical problems, they are likely to encounter in adult life (...)”**

Schools with sixth forms

Applying the EIF to the teaching of mathematics

# Careers in the curriculum

**How are subject/curriculum leaders supported to embed learning outcomes in real world scenarios?**

**Can curriculum leaders articulate how their schemes marry up to the careers plan in intent and implementation?**

## **The Golden Thread of Careers**

Whatever the curriculum topic of the Deep Dive, careers education should be evident.

Is the curriculum coherent and sequenced towards growing knowledge and skills in readiness for next stages of education, training or the workplace?

Is LMI or destinations data considered when planning curriculum intent?

# Careers in the curriculum

**Do students understand the relevance of their learning and skill development, to the world of work?**

**Do students recognise that they are receiving careers education within curriculum lessons?**

## **The Golden Thread of Careers**

Students must be able to articulate about their experiences of careers education.

### **Discussion:**

How can you help students to recognise and recall their careers education?

### Objective 3:

To explore how careers can be aligned to whole school/college priorities.

# Engaging SLT through a clear careers programme and strategic careers plan

- Developing intent within your careers programme

## **A Careers Programme:**

Identifies progressive career learning outcomes for each year group and for any defined cohorts of students (refer to CDI framework and Skills Builder Framework).

## Building a strategic careers plan

## **A Strategic Careers Plan:**

Ensures that the Careers Leader can effectively implement the careers programme and track impact.

# How to link careers to school priorities

## **Discussion:**

Share priorities on your tables – are there any similar?

1. How can careers align to these priorities? Where you can see careers being able to influence outcomes?
2. What practical steps can you take to align your programme to show intent?

Look for opportunities in areas of development for your school/college where careers provision can support progress/school improvement.



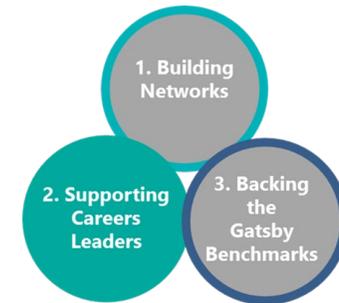
## Example Strategic Career Plan

Objective and link to college priority	Actions including CPD	Time	Responsible	Outcomes	Progress
Reduced Fixed Term Exclusions for PP Students	Develop an intervention plan incorporating; Raising Aspiration Employer Encounters Skills Development Enrichment	AUT 2	Careers Leaders	Reduced FTE data for identified students (pp) in Year 7-9 Increased attendance for identified students (pp) in Year 7-9	
Whole School Priority Parental Engagement	Shared PSHCE & careers programme with parent/carers ahead of "drop down days" with key resources	AUT 1	Careers Leaders	Parents to engage with key Careers/PSHCE topics at home to support learning and thought/processes using relevant resources	
	Amend relevant activities to include a parental engagement angle (Year 11, Apprenticeship Assembly, Year 8 Option Selection, World Of Work Weeks, Support with Career Speed Dating).	Throughout Academic Year	Careers Leaders	Capitalise on parents as a resource to support events and to engage them in the learning from key Careers interventions	
	Parental business safari for parents in Year 9: Target of minimum 40	SPR 2	Careers Leaders	To inform parents of LMI and regional opportunities and pathways to strengthen destinations data	

# Free Online Training Modules: An Introduction to Careers Leadership

## Course Aims:

- Understand what good careers leadership looks like
- Understand each of the Gatsby Benchmarks in detail
- Have given some consideration to what a careers programme and strategy for your school or college could look like
- Have identified the next steps in your development as a Careers Leader



## Recommended for:

- Careers Leaders
- SLT/Governors with responsibility for Careers



1. Building Networks

2. Supporting Careers Leaders

3. Backing the Gatsby Benchmarks

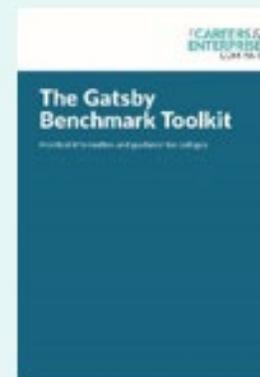
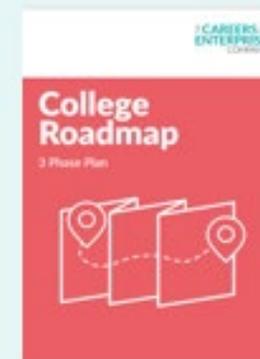
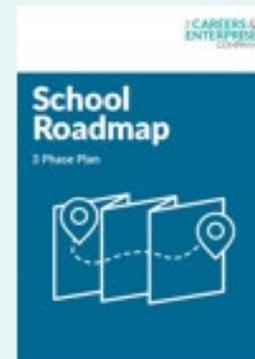
## Funded training bursaries for Level 6/7 Careers Leadership are available

*I personally have found the role considerably enhanced by completing the L6 diploma in Careers Guidance and Development to fully understand the theoretical principles which underpin careers work and I would strongly recommend this to any prospective Career Leader or as a way to refresh an experienced Careers Leader.*

Philippa Hartley, Careers Leader at  
Huntcliff School

# How to link careers to school priorities

- Consistency of language: careers programme & strategic careers plan
- Subtle link to Ofsted: Plan, Deliver, Measure
- 'How-to' practical support that includes genuine 'quick wins' and moves to deeper culture change progress





COMPASS +

THE CAREERS LEADER DASHBOARD

# Take away actions.....

## Questions?

