



NCW

What you need to know for Ofsted

Careers Ed in schools. Changes to The Ofsted
CIF from Sept 2019

#NCW2020

nationalcareersweek.com

Introduction

In January 2019, Ofsted opened a consultation to collect views on the prospective changes to the Common Inspection Framework to be implemented from September 2019. The consultation ran for five months and resulted in an updated inspection process.

The resulting framework is intended to reduce the reliance on data in determining outcome and place more emphasis on the substance of education. These changes affect all schools and teachers. This booklet is intended to give an overview of the likely effect on the relatively new post of Careers Leader and to give support in preparing for future inspections with the minimum stress and worry.

Thus, the objectives of this booklet are to ensure that you:

- Have a broad understanding of the implications of Ofsted changing its inspection model
- Feel more able to evaluate your department's readiness for Ofsted
- Be better equipped to give support to your SLT regarding inspection of CEIAG
- Understand Intent, Implementation and Impact.

Janet Colledge
Education Director National Careers Week.



What are the main areas of judgement?

Four new reporting areas

Overall Effectiveness

What does this mean for Careers Leaders?

This is the overarching judgement that one will undoubtedly see emblazoned on banners outside of school in the future. It is a culmination of the judgements in the four main areas outlined below.

Whilst this judgement is an overall finding and not linked to one area or subject, it should be noted that major failings in some areas may lead to a lowering of the grade, thus senior leadership teams, presumably, will be keen to ensure that all areas of the school are performing to the best of their ability. This will include Careers Leaders.

Each of these areas look in depth at a major area of a school's efforts to deliver an effective education to its pupils.

Quality of Education

This area looks at the curriculum and its fitness for purpose. It looks at the knowledge and skills that pupils will gain at each stage and will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills. Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received.

💡 Key tasks

This means that you will need to have a summary careers programme on your school website, as required by the Schools Information (England) Regulations 2008 and inspectors will be looking to access this and your careers and access policy before the inspection.

This information must relate to the delivery of careers guidance to Year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published."

Quality of Education

Careers education is one of the subjects that is not defined by the National Curriculum, therefore the school and the Careers Leader are able to tailor it to suit the needs of the pupils that attend the school and the area in which they are situated. Therefore, it is important that due consideration is given to the content of the careers education scheme of work as inspectors may ask for the rationale for including or indeed omitting topics.

There is support available in the form of The Career Development Institute Framework for Careers, Enterprise and Employability Education which can be downloaded free of charge.

Key task

Write a paragraph or two to outline the intent of your careers learning offer and its intended outcome to preface your scheme of work. You may like to include this on the overview of the careers programme on the school website.

Behaviour and Attitudes

This area is one where careers learning has an input in the form of pupils' motivation and positive attitudes to learning as important predictors of attainment. This can be linked to the schools' linking curriculum learning to careers and the inclusion of encounters with employers.

Key task

Ensure that you are aware of and map all employer engagement activities throughout the school

Leadership and Management

What will they be looking for in the role of the careers leader and their managers?

That the careers leader focuses their attention on the careers learning opportunities provided by the school and supports the Governors and the senior leadership team by being the school expert on careers learning.

Key task

Ensure that you have the opportunity to report back to Governors at least yearly and if possible that a link Governor is allocated to support careers.

Key task

Ensure that there is a reporting structure between the careers leader and their manager with regular meetings and records.

That adequate CPD is provided for all staff to enable them to feel confident in delivering the career related aspects of their subject. Or as the Common Inspection Framework (CIF) puts it:

“Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers’ content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.”

Key task

Ensure that careers related CPD is tracked and recorded.

That there is consistency across the school or as Ofsted puts it:

“The extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.”

Key task

Ensure that all departments identify career learning in their schemes of work.

Are parents involved in your delivery? Are they kept in contact with what is going on? How are you dealing with parental influence on career aims? The latter is quite important as it can be a double-edged sword as some parents can be quite persistent in directing young people's career choices.

“Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school.”

Finally, Ofsted inspectors will be looking for signs that high ambitions are maintained for all pupils and that the Pupil Premium budget is wisely spent. The latter may be a useful source of funding for some career activities.

Personal Development

Is the major area where career learning sits, along with lots of other areas such as sex and relationships education, British values, character etc. That being said, there is direct mention of careers in two of the four descriptors.

The Good Descriptor

‘Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good-quality, meaningful opportunities for pupils to encounter the world of work.’

The Inadequate Descriptor

‘The school does not ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work.’



So, what will Ofsted be looking for?

- How the curriculum extends beyond the academic, technical and vocational.
- Broader development – enabling them to discover interests and talents.
- How the learner is prepared for future success in their next steps.
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

What should Careers Leaders be doing to ensure we comply with the needs of the personal development area?

You should be providing an effective careers programme in line with the government's careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff, Oct 2018. This includes moving towards meeting all eight of the Gatsby Benchmarks by September 2020, including but not limited to :

- The statutory guidance says schools should be providing Level 6 professional unbiased 1-2-1 careers advice at least once in KS4 with

another opportunity in KS5 if appropriate. However, it is not expected that inspectors will be checking qualifications of your careers adviser.

- experience of work, not necessarily, but it could be, a block of work experience, but also a mixture of visits to workplaces, work shadowing etc
- contact with employers and HE/FE providers 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. The optimum number is suggested as at least one such encounter each year during their school life.

Top Tip

Throughout the School Inspection Handbook, three terms are used which indicate that academic, vocational and technical routes are given equal importance. This is a key point to get all staff on board with especially as Ofsted are keen to point out that advice should be unbiased. And in the best interest of the person to whom it is given.

How will inspectors make these judgements?

Intent, Implementation and Impact.

Inspectors will be looking for evidence of these three areas. Here, they are expanded to apply more directly to careers learning.

1. Intent – what you want to do

Inspectors will consider the extent to which the school's careers curriculum sets out the knowledge and skills that pupils will gain at each stage. That means that the schemes of work will need learning objectives which can be built on through further activities. As mentioned previously, the CDI Framework gives excellent guidance on this matter as the example below shows:

KS3	KS4	KS5
Describe yourself, your strengths and preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work

This is your stable programme; Gatsby Benchmark 1 and also to some extent Gatsby Benchmark 3 – meeting the needs of all pupils, in as far as you can build in flexibility to your scheme of work by differentiation and special activities for certain micro populations

2. Implementation – How you expect you will be able to deliver on your intent, or the actions you will take.

- Inspectors will primarily consider the curriculum leadership provided by the Careers Leader and/or their SLT link.
- Solid consensus of skills needed to take advantage of opportunities, responsibilities and experiences of later life – Is there a school-wide ethos of career learning being part of everyone's remit?
- Curriculum has a clear end point (This is the intent statement mentioned earlier)
- Is planned and sequenced – Does the scheme of work/programme follow a logical sequence, e.g. do pupils consider identifying their skills and areas that need development before completing their CV, not before?

- Reflects local context – Each school will have its own local context, demographics of school populations, the key local employers, travel situation etc. The careers scheme of work/programme reflects these opportunities and challenges.
- Remains as broad as possible for as long as possible.
- There is high academic/vocational/technical ambition for all pupils - Allows pupils to consider ALL routes without undue pressure being put upon specific routes, whilst still setting challenging targets for pupils.

3. Impact – How you will measure your success in delivering your intent.

- Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders and their long-term planning.

- **Top Tip** - Make sure your SLT are clear about your intended outcomes
- Inspectors will also consider any documents that leaders normally use in their curriculum planning.
- **Top Tip** - Have your departmental development plan updated on a termly basis – Ragging Colour coding works well i.e. colour coding to show Red – not achieved, Amber – partially achieved, Green – fully achieved.
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

- **Top Tip** - Survey staff to check their confidence and knowledge in delivering career learning. This allows you to make a case for providing CPD to improve their skills and knowledge

How will inspectors do this?

They will look at the evidence on the website and in your Ofsted folder; they'll look around them and see displays and people's actions and they'll talk to staff and pupils, This is called triangulation.

Top tip - Ensure that career learning that is implicit in subjects and activities is flagged up so that pupils are clear about the career learning there are receiving. A careers logo is a quick and easy way of doing this. All staff can then add the logo to their slides and/or handouts to show that careers learning is part of the activity.



Be familiar with what Ofsted are looking for

Data/Evidence

Careers is an odd subject, it doesn't have levels, exams etc. So, showing progress is rather different to other subjects. Inspectors will not look at non-statutory internal progress and attainment data, so the only real data that they will have to look at is your destinations data and this of course isn't indicative of what is going on presently in school.

However, that doesn't mean that you shouldn't assess the progress of your pupils or the efficacy of your provision. Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

What should I be evaluating, monitoring or measuring?

There are some things you should be monitoring as a minimum

- Your progress towards the Gatsby Benchmarks
- The number of employer engagements that your pupils have access to throughout their school journey
- Pupils who are receiving 1-2-1 careers guidance interviews
- Destination data – this should be collected by your Local Authority, but you may wish to follow up on this yourself in order to ensure effective alumni networks.

The Careers and Enterprise Company has developed a free tool to monitor these data sets, details can be found at <https://www.careersandenterprise.co.uk/compass-plus-resources>

In addition to these basics you should be monitoring and evaluating the quality of your careers programme. You may wish to present data to the Governors or SLT to prove your programme is effective. However, Ofsted will probably not look at this data and you should be concentrating on only collecting data which has a definite use for you.

Verbal and Visual Evidence

“So instead of looking at spreadsheets, inspectors will go into the classroom, talk to pupils and teachers and look at examples of work to see the impact of assessment on the curriculum”

Amanda Spielman NGA Conference June 2019

From this statement you can see that it's important that everyone is aware of what you're trying to achieve with your careers programme and that it is impossible to miss the input that careers has into the personal development and motivation of pupils.

Top Tip - Share your intent statement widely to staff, pupils, Governors and stakeholders.

In KS3 you will have the opportunity to:

- shadow somebody in their workplace
- attend an options evening where you can find out more about how your option choices can help or hinder your career choices
- take part in a taster day at the local college
- take part in activities to develop enterprise skills
- participate in learning activities to develop employability skills such as communication, teamwork, decision making and problem solving
- participate in activities to develop independent learning and presentation skills
- have access to the school careers library
- be able to speak to the school careers adviser during drop in sessions in the library during advertised drop in times.

Displays

It goes without saying that the main purpose of careers displays is to inform and educate staff and pupils about the wide range of career opportunities that are available to them and to illustrate the importance of labour market information to them.

In addition, linking careers to subject areas in displays is a very effective way of providing basic CPD for staff as well as being important for Gatsby Benchmark 4 – Linking careers to the curriculum.

However, they are also useful visual evidence for Ofsted inspectors as well as improving the chances that pupils and staff will speak about careers being linked to the curriculum to each other and also to Ofsted inspectors.

Teacher training and CPD

One of the key issues that faces the Careers Leader is engaging teaching staff in the careers programme. In the recent Careers & Enterprise Company survey of Careers Leaders, it was identified as the 4th biggest barrier to delivering the role effectively. 43% of Careers Leaders cited it as a obstacle³ This is also a barrier to ensuring teachers talk about careers when speaking to Ofsted inspectors. So, the question must be asked...

What can I do to improve teacher engagement in the careers programme?

💡 Key task

Complete a training needs audit. Find out how confident teachers feel about speaking to pupils about careers, how confident they are about linking their subject to careers and how motivated they are to upskill themselves. This can then provide you with the information that you need to go to the SLT and get careers CPD on the INSET programme.

The Sixth Form Judgement

Inspectors are required to grade the quality of education in any sixth-form provision in schools and to write a section in the inspection report that summarises its effectiveness. Whilst the good practice outlined up until now in this booklet pertains to all years, there is an enhanced focus on careers learning in the sixth form. This is communicated by the inclusion of careers learning in the judgement descriptors.

There are 3 main areas, on which the efficacy of the sixth form will be judged, one of which is...

“The effectiveness of high-quality impartial careers guidance in enabling all students to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so.”

This is clarified in the descriptors provided for two of the four levels of judgement.

The Good Descriptor for Sixth Form Provision

- “Students are ready for the next stage of education, employment or training. They

have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.”

- “The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.”

The Inadequate Descriptor For Sixth Form Provision

The quality of education is likely to be inadequate if any one of the following applies:

- The school does not ensure that sixth-form students get access to unbiased information about potential next steps, high-quality careers guidance, or opportunities for encounters with the world of work.

So, it's pretty clear that unless good careers learning is evident in the sixth form then the overall judgement is likely to be an overall adequate judgement.



Preparing For Ofsted in a ‘Panic Free’ Way

Things you can do now:

Find a lever arch file, a box folder and a set of dividers.

- The lever arch folder is your Ofsted folder ready to show at a moment's notice
- The dividers are to organise type of evidence
- The box folder is your holding folder for things that you want to put in but haven't got the time to do yet.

Preparing an Ofsted folder in advance and getting used to updating it on a termly basis is key to preventing the pre-Ofsted midnight scramble to get evidence together. It doesn't need to be onerous and can be helpful as part of your ongoing monitoring of the progress of your department.

Organising your lever arch file

I'd suggest setting up the dividers with the following headings; you may wish to add other headings if you have a particular area which you want to highlight.

- Policies and statements
- Programme
- Gatsby
- Engagement Opportunities
- Tracking
- CPD and Training

Assess your admin support

Sadly, many Careers Leaders don't have access to admin support. Although the Gatsby Foundation and CEC say:

“The guidance for secondary schools stated that Careers Leaders “require a substantial allocation of time” ideally bolstered by administrative support to carry out the routine tasks involved in setting up activities.”

So, what do you do if you don't have admin support?

Well apart from keeping up pressure on your line manager to get support, one option is to recruit a number of careers champions, pupils who support you in delivering your careers programme by acting as ambassadors, disseminating information, helping with the careers library or in this case to help you to file the contents of the box folder into the lever arch file.



Step 1: Fill up the box file

The box file is your holding area, once you have your Ofsted folder in place, the box file will act as a holding area for things waiting to be filed. The first action is for you to gather as much evidence together as possible ready for filing. Just moving evidence from a variety of places into the box file will help you feel more in control and is the first step for getting ready.

Step 2: Sort into sections

Policies and statements

- Careers Policy
- Access Statement
- Careers Programme
- Safeguarding in CEIAG
- Departmental Development Plan – Colour coded if possible

Programme

- Statement of intent
- Calendar of activities e.g National Careers Week; interview day; work shadowing day etc
- Scheme of work for any CEIAG PSHE lessons
- Audit of the curriculum and where careers is delivered in subject lessons.
- Entitlement statement accessible to parents and pupils as well as staff.

Gatsby

- Copies of Compass Tool showing progression
- Lists of employers/HE/Apprenticeship providers etc that you are working with
- Sources of LMI – list of recommended sources and/or strategy for choosing sources
- Evidence of keeping careers library up to date (purchases, renewals etc).

Engagement Opportunities

- Examples of evidence of work with employers; FE and HE providers; apprenticeship providers
- Examples of alumni network activity
- Parental engagement strategy/evidence.

Tracking

- Printouts from Unifrog, Grofar, Tracker tool or Start Profile
- Pupils engagements
- Teacher CPD
- Reports from focus groups and questionnaires
- Destination data.

CPD and Training

- Evidence of careers leader training
- CPD delivered either in school or via conference, webinars etc for careers staff
- Support delivered in or out house to teachers to support CEIAG delivery
- Evidence of CDI membership/Quality in Careers Standard/matrix
- Any staff training needs analysis.

Whooo hooo I've done that. What now? Am I done?

Well done, from now on it's an easy task to keep up-to-date, All you need to do now is to remember that when you see something that would be useful evidence, just pop a copy in the box folder.

Your admin support can have a standing task to take things from the box file and file them in the lever arch folder.

Just allocate half an hour each half term to look through and evaluate your progress. Hopefully this will make you feel good, but it will also throw up ideas for improvement that you may wish to act upon.

Just before they arrive

Have a quick look at what is in the folder, so that when you're meeting with your inspector you can direct them to evidence easily. Just use post it notes to highlight.



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