

# Getting ready for Ofsted

THE CAREERS &  
ENTERPRISE  
COMPANY



# Session aims

By the end of the session, you will be able to:

- 1** | Identify where careers features within the Education Inspection Framework (EIF)
- 2** | Understand the key changes made in September 2021, including the Baker Clause
- 3** | Explain how careers may be assessed within the new EIF and how you can best equip yourself

“

We want careers education and guidance to be embedded in the life of every school and college.”

**Hilary Baird**  
**Careers Link Governor**

Experience of Ofsted visit, preparation and  
the impact

# Publicly available information

Ensure messages are truly reflective of curriculum intent and can demonstrate impact for young people.

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



Testimonies from students, parents/carers, stakeholders & partners;



Provide case studies of impact;



Showcase the range of opportunities you offer;



Offer information about how your school achieves the Gatsby Benchmarks;



Describe the experience of careers guidance that young people experience;



Show links to local LMI and need.

**Susan Hickerton**  
**School improvement**  
**team**

Advice and guidance on the statutory duties  
and where this impacts and features in the  
EIF

# Statutory Guidance – July 2021

- Combines guidance for schools and colleges into one document
- Prominence to the **Baker Clause**
- Emphasis on “**no favourable routes**” – amplification of **technical education**
- Updated links to **resources, training and support** for Careers Leaders
- Emphasis on supporting **Careers Leaders**, investing in high quality **Personal Guidance** and renewed efforts to improve **Gatsby BM scores**
- Encourages **high quality and meaningful digital delivery** if face to face is compromised
- Encourages schools and colleges to work with their local authority, **as they collect and collate destinations data**, as well as make use of the 1, 3 & 5 year destination data

# Updated Ofsted Guidance

Paragraphs 256 - 259

257. ... it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

# Updated Ofsted Guidance

Paragraphs 256 - 259

259. If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CIEAG and the subsequent judgement for personal development.

# Updated Ofsted Guidance for Colleges

## Colleges should be:

- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

# Context

The current inspection framework places the focus of the inspection through the curriculum lens.

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”

# Quality of Education

The curriculum should support learners in preparing for “opportunities, responsibilities and experiences of later life.”

This forms the largest part of any inspection.

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 your careers programme fully preparing all your learners?
- Is what’s on offer, of high quality with clear intent?
- How do you know? How are you measuring outcomes and impact?

# Behaviour & attitudes

How does the careers programme enable learners to develop enhanced positive attitudes to learning?

**“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.”**

Quote from an Ofsted report

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

How could you evidence the impact of careers activity on attitudes to learning?

# Personal Development

Updated guidance

**258. Inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:**

the quality of the unbiased careers advice and guidance provided

the implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13

the provision of good quality, meaningful opportunities for pupils to encounter the world of work

the use of the Gatsby Benchmarks

the **school's** published information about its CIEAG provision and the school's statement on its provider access arrangements

# 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.”

# Leadership & 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 Improvement or 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

# Kim Mohamed

## Careers Leader

### My Step by Step Experience

1. Second day – behaviour and attitudes and personal development, an hour meeting for each.
2. Guided by us! For each meeting: ‘tell me what you do here.’ Any lines of enquiry were flagged as a result of what we said here. No prior agenda.
3. My ‘Ofsted folder’: organised for each ‘good’ descriptor for personal development helped with this.
4. For careers education - each benchmark had:
  - The Compass + print out
  - An overview of what we did
  - How we evaluated it
  - How we made adaptations as a result of the evaluation
5. Questions they asked:
  - Do staff engage in the careers in the curriculum activities?
  - A long, sympathetic discussion on how Covid negatively impacted our employer encounters but what mattered more were the plans in place for this year.
  - How do we track destinations, ensuring students were on an appropriate course for Year 12?
6. Luckily, what they saw backed up what we do – tutor time activities on T Levels.

# Kim Mohamed

## Careers Leader

### Main Takeaway

- Be prepared – have evidence and examples
- Most of the information was already on our website – be explicit
- The ‘so what’ and level of evaluation we do seemed to answer questions before they were raised
- Not being afraid to say ‘we don’t do this’ as long as you can explain why and you’re considering it for the future



## A Progressive Careers Programme:

Consider....

*What components should be evident in a well-developed careers programme?*

*How could you demonstrate the impact of this programme on personal development, motivation or engagement?*

*What evidence can Middle Leaders use to highlight how careers is embedded within their subject areas and progressive schemes of learning?*

Lucy Lewis  
Hub Lead

How could careers be inspected?

# Consider Intent and Impact



## Is your careers plan based 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

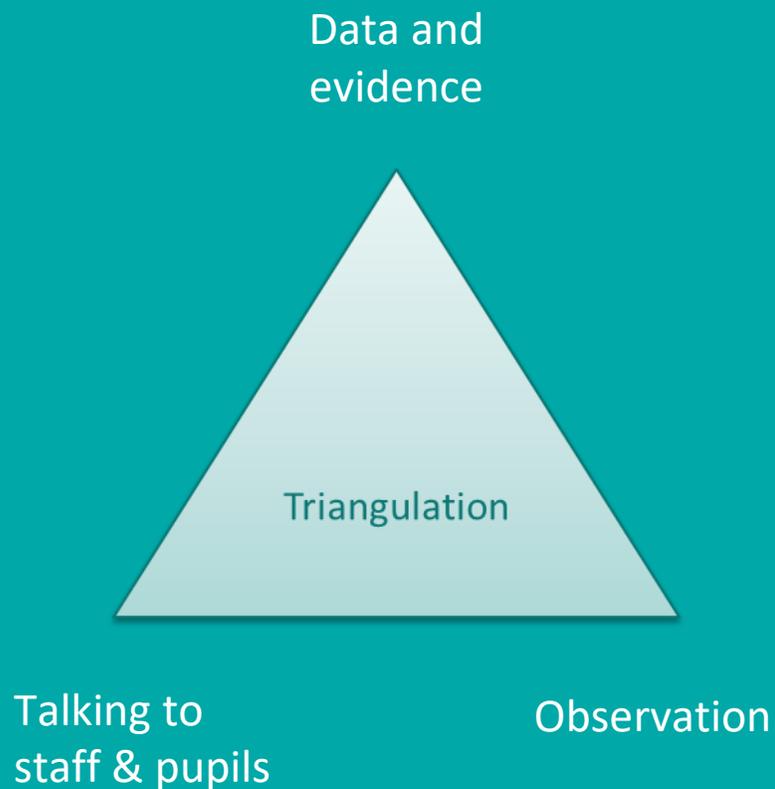


## How does your careers plan meet the personal development needs of your learners?

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?



## 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.

# Consider

## What will Ofsted see?

How visible is careers within subject areas or departments?

What good practice can you share?

## What will Ofsted hear?

How can a Careers Leader develop a shared vocabulary around careers?

How can a Careers Leader support staff to feel confident enough to talk about careers within their subject area?

# Careers in the Curriculum

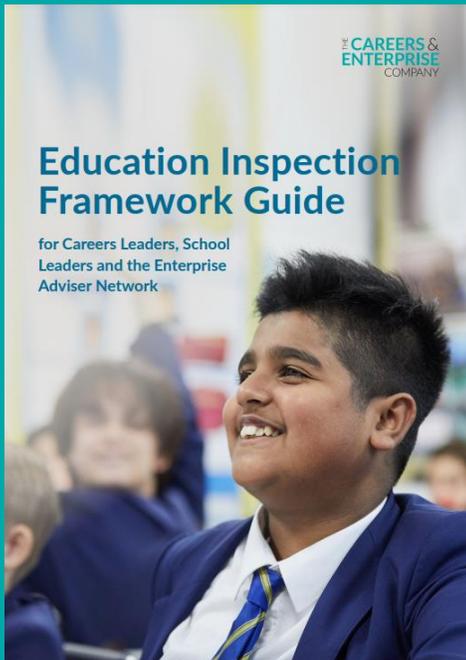
## The Golden Thread of Careers

Whatever the curriculum topic of the Deep Dive, there should be evidence that all **staff highlight the relevance of their subject to careers.**

The relationship between subjects, future jobs and skills should be clearly outlined and students are supported to understand potential pathways from subjects.

- Is there a progressive careers programme with learning outcomes set to support a strategic careers plan?
- Are subject teachers/tutors supported to highlight the relevance of their subjects to careers?

# Using the EIF Guide



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Look at the questions and evidence suggestions with key staff members, governors and your EC or EA to support you.

Thank you