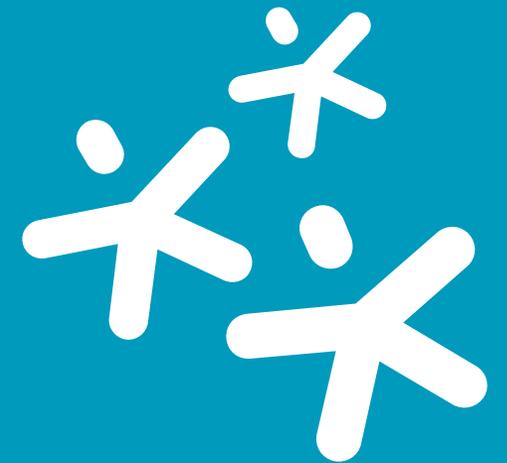


Effective careers guidance

Richard Light, SHMI



A 3D white humanoid figure stands on the left side of the slide, gesturing with its right hand towards the speech bubble.

So, you definitely
want to enter into the
medical profession?

A 3D white humanoid figure stands on the right side of the slide, gesturing with its left hand towards the speech bubble.

...yes, ...or be a DJ,
...or a journalist, or
perhaps an Ofsted
Inspector...or...

Careers advice and guidance: primary

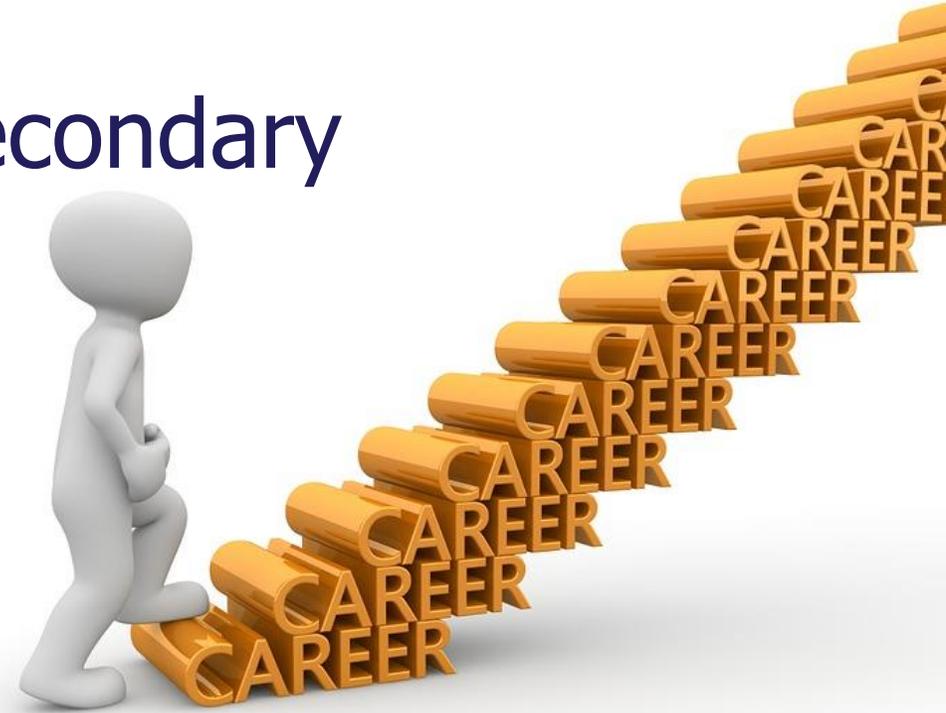
- Raise awareness of occupations – engage parents, community and so on.
- Be well prepared in core skills of reading, writing and mathematics.
- Enterprise education – developing understanding of self-employment and business.
- Careers, jobs and business referenced through the curriculum.
- Links to higher/further education – raising aspirations.



Careers advice and guidance: secondary

In secondary schools, it can include:

- subject choices for GCSE or equivalent
- overall career aspirations and steps needed for this
- progression across all year groups
- how work experience may support their choices
- whether to follow a vocational or academic path
- in a sixth form, choices of programme, A-level subjects
- **all** available/relevant progression routes post-16.



Our Careers Education, Information, Advice and Guidance (**CEIAG**) findings



Features of effective careers guidance :

- Advice addressing the needs and aspirations of all pupils, including the most able, pupils with SEND and disadvantaged
- Effective partnerships with local employers, industries and other schools and FE colleges
- Personalised advice and guidance which promotes breadth of choice and raises aspirations
- Careers education, including work-related learning, skills for life and work, and workshops and themed events led by external contributors
- Pupils engaging directly with employers and industry, including through work experience, work-shadowing or similar
- An integrated, coherent and progressive programme of CEIAG which reflects the needs of pupils in all year groups.

Retrieval findings: CEIAG

However, the findings also indicated that there are a few key areas that we should explore further through inspection.

These include:

- the effectiveness with which leaders evaluate the impact of provision for CEIAG
- how well leaders use and interpret data (such as destinations data and pupil feedback) to improve CEIAG provision
- the effectiveness of CEIAG for pupils in key stage 3.

Within sixth forms...

The retrieval indicated the following areas for us to consider further when we are inspecting provision for CEIAG in the sixth form:

- Whether students undertake **meaningful work experience**, relevant to their interests and aspirations.
- Whether the range of opportunities provided for students is **planned effectively** and **coherent**.
- Whether advice and guidance is **comprehensive**, so students understand the full range of opportunities available to them.

Benchmarks of the Good Career Guidance



From 2018, schools and colleges **should** use the Gatsby Foundation's benchmarks of Good Career Guidance below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Baker Clause

- This is named after Lord Baker who secured an amendment to the Technical and further education act.
- This amendment requires schools to open their doors to FE providers to let them talk to pre-16 pupils about technical education and apprenticeships.
- Inspectors **must** check, evidence and report whether this is actually happening – this links directly with impartiality.

The Technical and Further Education Act

- The Technical and Further Education Act, introduced in January 2018, requires that Ofsted **must** *'comment on the careers guidance provided to all relevant students in institutions in the further education sector'*.
- Relevant students are defined in the legislation as those aged under 19, and those over 19 with education, health and care (EHC) plans (who could be aged up to 25).
- Amendments were made to the FES inspection handbook in line with this new statutory requirement. Although the statutory duty only applies to colleges, for reasons of consistency for Ofsted, it applies to all FES providers.

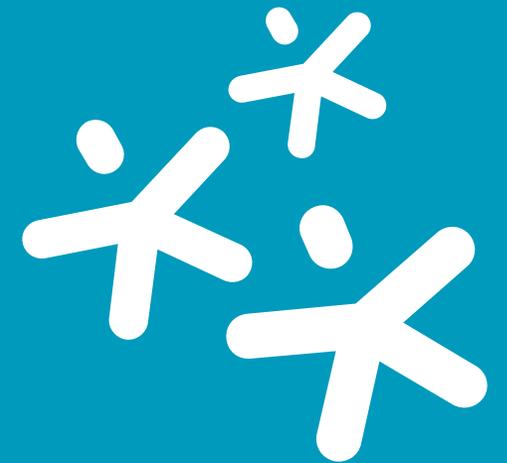
What does this mean for inspection?

- An **evaluative comment** on the quality of careers guidance must be made in **all full and short** inspection reports.
- The only exception to this is where there are no students aged under 19 and no learners with EHC plans.
- The comment is not a graded judgement, but **evaluates** the quality/impact of careers guidance on relevant students.

Careers in the news

- 7 August 2018: DfE to start direct intervention
- 8 January 2019: two thirds of schools still flouting the Baker Clause
- 9 January 2019: sector response – still insufficient access
- 8 February 2019: DfE – lack of ability to enforce Baker clause in schools
- 26 March 2019: TES Baker clause not leading to better informed students making choices about apprenticeships.

Education inspection framework September 2019



A new 'quality of education' judgement

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations

The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, or training, including the knowledge, skills and understanding to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'



Judging personal development

Personal development

- Enrichment
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

Points to consider

- How effective is careers guidance? For example, is it realistic and does it relate to pupils' and students' career aspirations?
- Is it recorded? What is the quality of recording like?
- Are students placed on the right programme to meet their abilities and career aspirations? (retention)
- What does careers provision for STEM look like?
- What about careers guidance for level 2 students who do not want to progress to level 3?



Points to consider

- What about careers guidance for level 3 students who do not want to apply to university?
- Is careers guidance tailored to pupils' and students' individual needs? For example, students with high needs/SEND, children looked after and care leavers.
- Do you have a careers leader who is responsible for coordinating careers guidance?
- Have you self-assessed careers guidance against the Compass tool? How good is your action plan and how is this improving careers guidance?
- How has this information been communicated to staff?

Key messages

- Effective careers advice and guidance is integral to an effective curriculum.
- We must ask ourselves – how well is a school, college or provider preparing pupils and students for their next steps – whatever that might be?
- Inspectors are mindful of the government's career strategy and the Gatsby career guidance benchmarks and expect to see these becoming more commonplace within schools and colleges.



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