

Careers Education and Ofsted

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Our role

THE CAREERS &
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**1. Building
Networks**

**2. Supporting
Careers
Leaders**

**3. Backing the
Gatsby
Benchmarks**

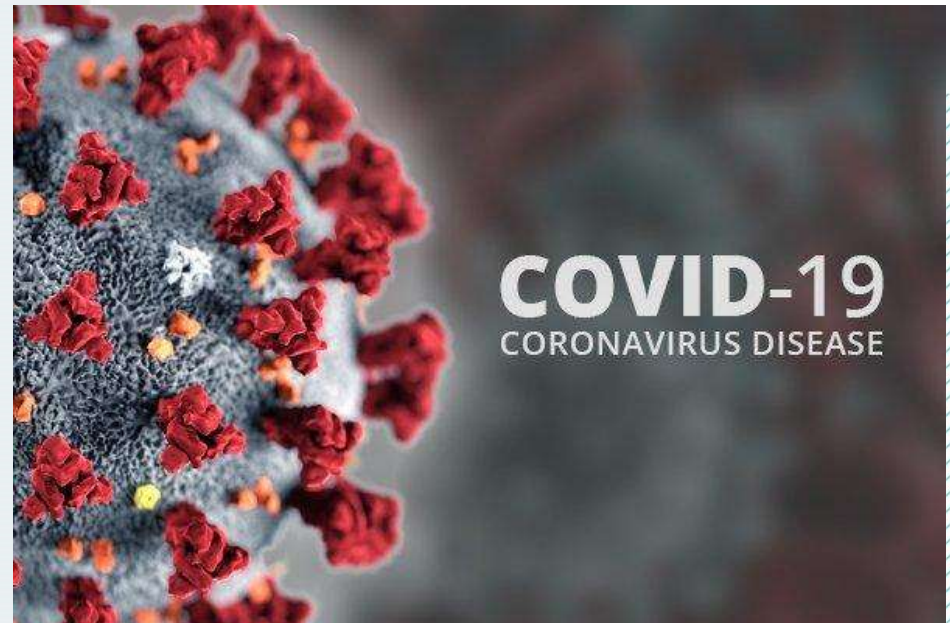


The long term impact of Covid-19...

We need to support and prepare students impacted by lockdown.

How can we:

- Make room for or prioritise careers education, not just curriculum learning?
- Support students in the current changing labour market?
- Support students through transition?



What are the short, medium and long term impacts of the pandemic on young people's career development?

- Changing employment landscape
 - Uncertainty
 - Gaps in provision
 - Continued emergence in digital practice and expected competency
 - Impact of digital poverty
 - Impact of results day
- LMI data emerging and getting stronger; rolling changes as different sectors recover at different rates; new growth sectors
 - Multiple transition points, securing suitable employment
 - Accessing quality careers guidance at continuing points in their medium term journeys
 - Risk of increased number of young people who are NEET and increased youth unemployment
- We mustn't let younger cohorts suffer and slip backwards as a consequence of mitigating for older cohorts
 - The need to develop more skills
 - Dips in salaries for entry level jobs?
 - More competitive employment market

The short-term focus for Ofsted...

- identifying barriers in managing the return to full education for pupils
- how leaders ensure pupils resume learning, including the blend of classroom teaching and, where necessary, remote education
- how pupils are settling back into expected routines and behaviours
- how health and well-being issues for particular pupils are being addressed
- safeguarding



Professional Conversations:

How prepared were they during lockdown?

How prepared are they for future virtual online learning?

What interventions did Y11/13 have during lockdown to prevent them becoming NEET?

What is the current provision for Year 11/13 to prevent them becoming NEET?

What alternative ways are they looking at for work experience?



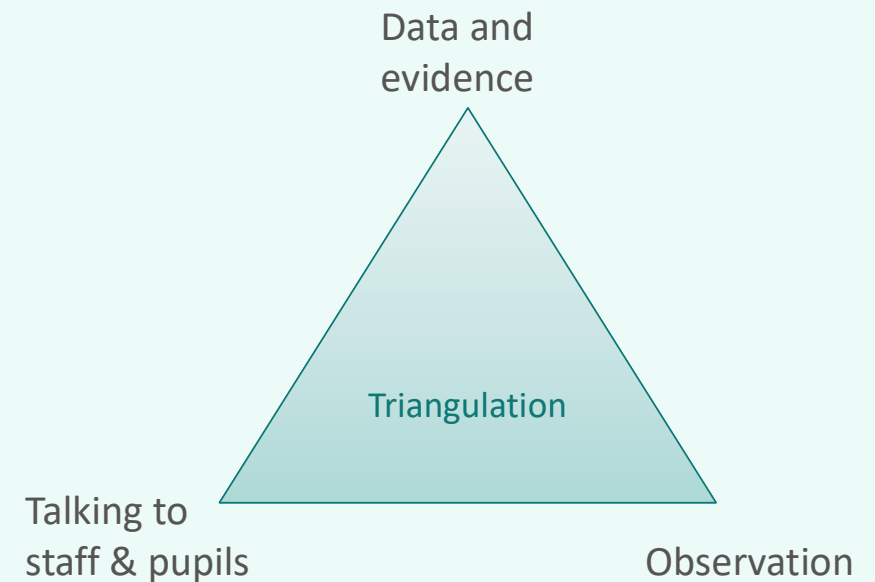
Careers in the new Ofsted Framework

Careers features across the whole framework, but particularly in the Personal Development judgement area.

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.



Benchmark 1 – a whole school vision

Where does careers education fit in a whole school or college vision?

How can careers support the delivery of whole school or college priorities?

- How is this understanding shaping the careers programme?

BM1 webinars



The Gatsby Benchmarks



1. A stable careers programme

Benchmark 1: part of all four judgement areas

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

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?

Presentation of Programme

How do you present progressive programme overview to enable all stakeholders to understand your learners' journey?

Can all staff clearly articulate the careers learning outcomes for each year group?



Careers Programme Overview
2020/21 Name of School

CAREERS & ENTERPRISE COMPANY

Vision Statement

Contact:
Email:
Telephone:

Milestones and Learning Outcomes

Year 11

Year 10

Year 9

Year 8

Year 7

Key Events and Experiences

Year 11

Year 10

Year 9

Year 8

Year 7

Inspiring and preparing young people for the world of work.

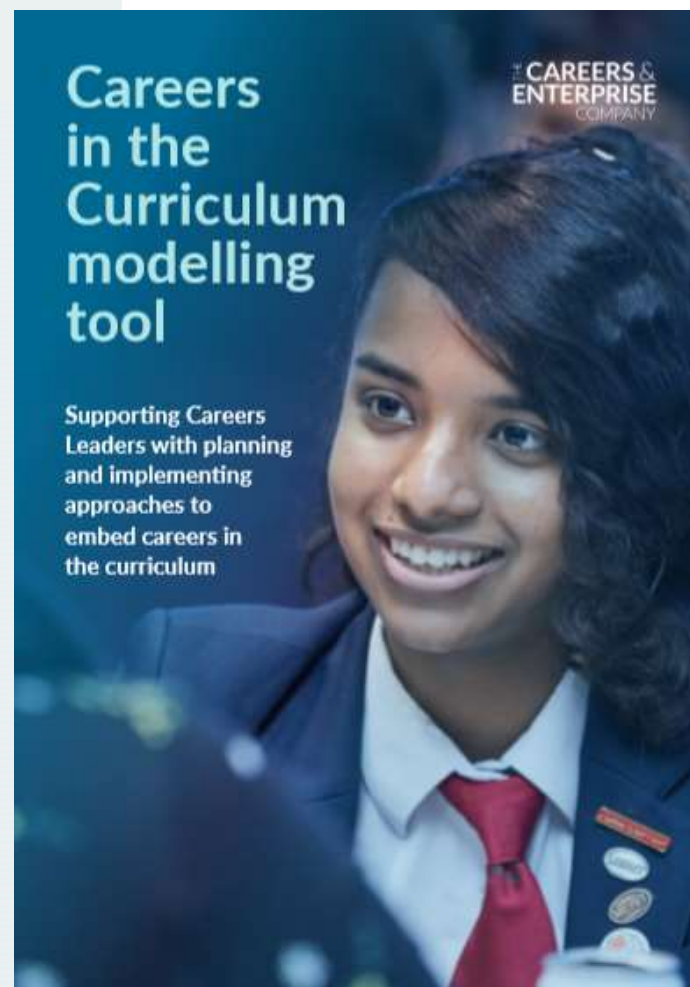
Careers in the Curriculum modelling tool

This guide accompanies a BM4 Masterclass and supports you to embed careers across the curriculum via three approaches.

What's included?



- ✓ Audit Tools
- ✓ Guidance on Implementing the different approaches
- ✓ Checklists to support Careers Leaders in implementing each approach
- ✓ Resources to support staff CPD an introduce the different models



Careers in the curriculum Foundation Approach

Making Careers Relevant

- 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?

The Golden Thread of Careers: Foundation Approach

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.

Careers in the curriculum

Careers Across the Curriculum Approach

Integrating career learning outcomes to curriculum teaching & learning

- Staff are supported to fully understand the learning outcomes set by the Career Leader in the progressive careers programme
- Staff are mobilised to deliver, with **intent**, progressive careers learning outcomes in tandem with curriculum teaching and learning

The Golden Thread of Careers: Careers Across the Curriculum Approach

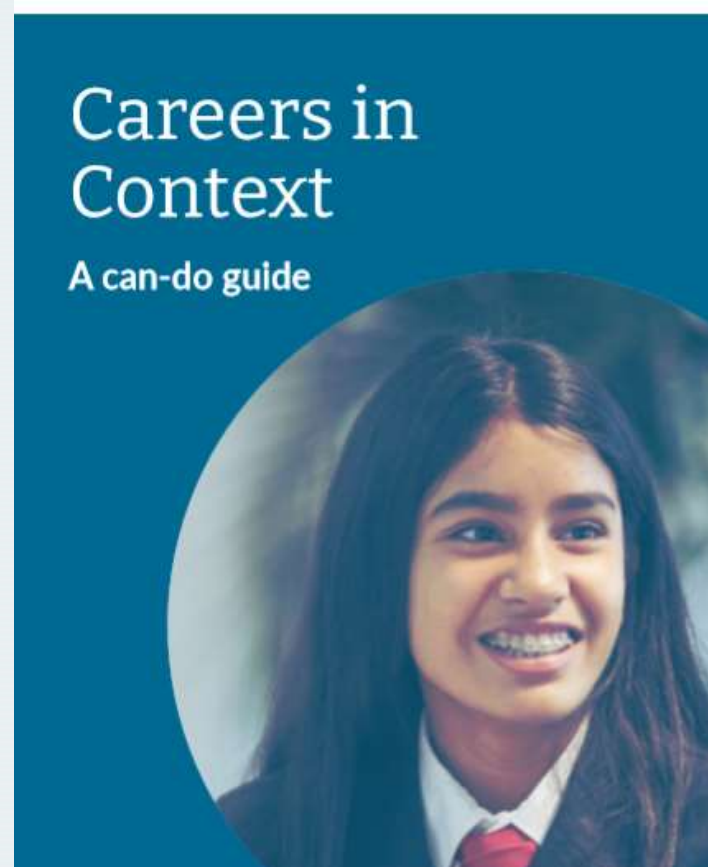
Whatever the curriculum topic of the Deep Dive, there should be evidence that all staff understand and weave relevant, key career learning outcomes into teaching & learning.

How can schools/colleges help students to recognise and recall their careers education?

Careers in Context:

A Can Do Guide

This document will give schools and colleges the confidence to make decisions about what constitutes good careers provision in this fast-changing world of work.



Why have we created this guide?

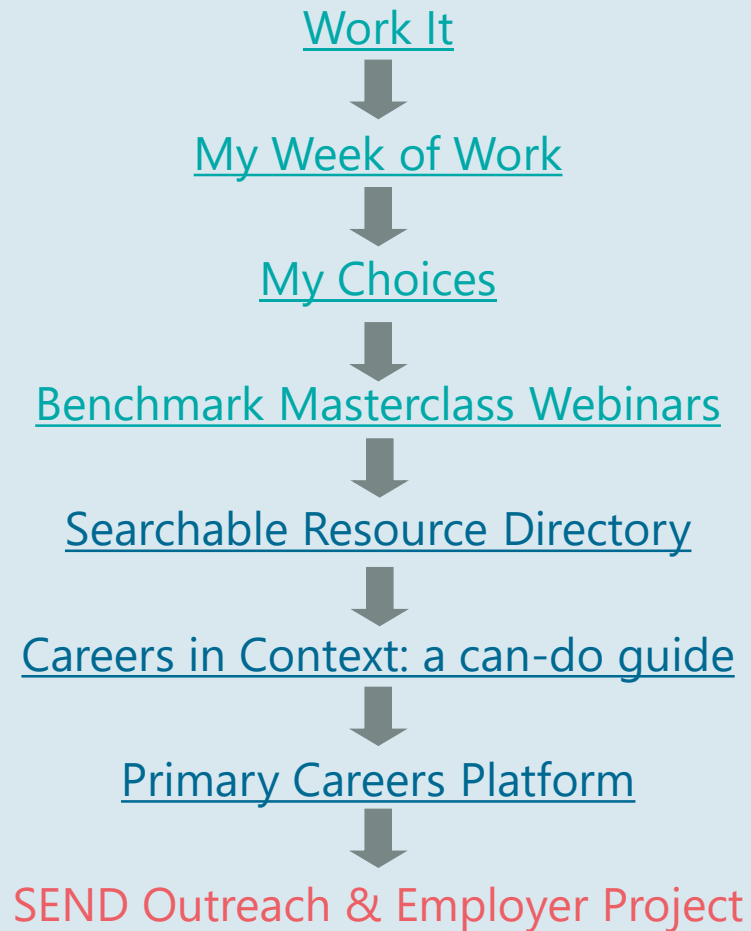
Covid-19 changed the face of academic year 2019-20.

- Significant additional pressures placed on education leaders and their teams
- Agility increasingly demanded
- Flexible and creative approaches to careers guidance increasingly required
- Priorities reviewed and recovery plans developed
- Opportunities presented to rethink how careers guidance programmes are delivered

The Gatsby Benchmarks have not changed and neither has the expectation that they remain a framework for good career guidance



Covid-19 CL support



High quality regional
support & localisation

Careers Hubs

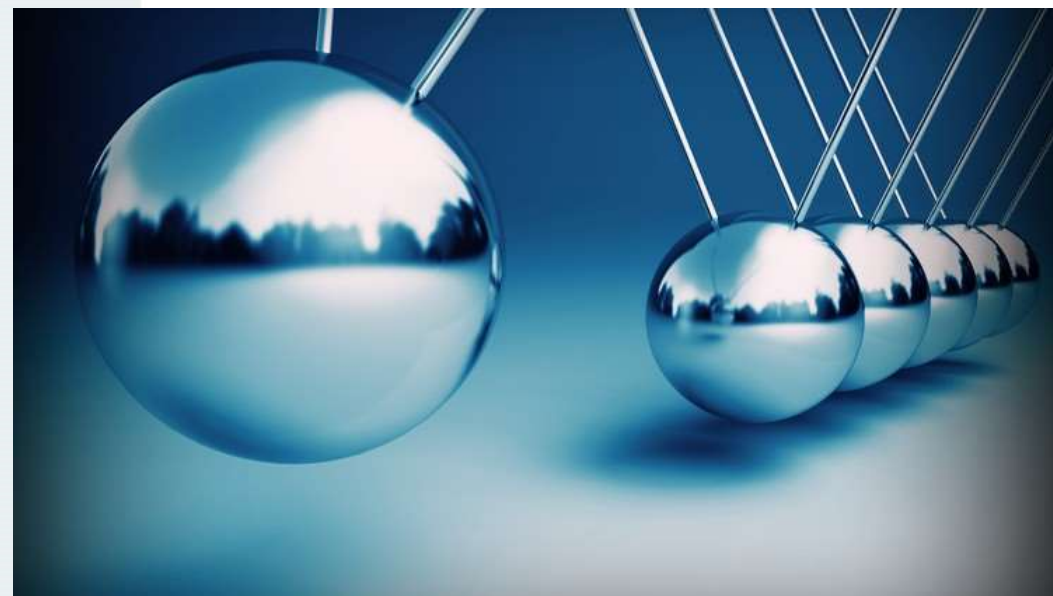
Enterprise Adviser
Network

All are available all year and all layers
fit together to form a comprehensive
and flexible support package

Hitting the target...

...but missing the point?

- ❖ How can we help all education leaders fully appreciate the potential impact of high quality careers education?
- ❖ How can we maximise on the momentum of the current situation?
- ❖ How can we be sure we are supporting this cohort of students?



Thank you

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