

Education Inspection Framework Guide

for Careers Leaders, School
Leaders and the Enterprise
Adviser Network



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Introduction

From September 2019 Ofsted began to use the new Education Inspection Framework to conduct all inspections of secondary, PRU, special school, further education colleges and sixth form provision. All provision is inspected under one inspection framework. It is recommended that this guide is used in the context of your provision. This guide is written with school provision in mind, however, at this early stage of the new framework implementation, colleges may also find the checklists and prompt questions useful. A college specific version of this guidance will be published during 2020. The guide will be reviewed in line with published revisions of the inspection framework.

This guide has been written for school leaders and careers leaders to support preparation for the Education Inspection Framework (2019). It may also provide Enterprise Advisers and school governors with key questions to support strategic careers planning.

Context of Guide

Within this guide we encourage Careers Leaders, SLT and governors; supported by the Enterprise Adviser Network, to consider careers provision as a fundamental priority in ensuring that “pupils are ready for the next stage of education, employment or training”. Within the new framework Ofsted will interrogate the overall quality of provision throughout the institution and to support this, deeper guidance for schools and colleges can be found in the inspection handbooks. We also recommend that schools follow the guidance within the [Careers Strategy \(2017\)](#) and [Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff](#) and appoint a Careers Leader with full SLT support to work towards the Gatsby Benchmarks.

The guide will enable leaders to consider how making progress towards meeting all eight Gatsby Benchmarks adds capacity to schools’ ability to “prepare pupils for future success in their next steps” as detailed in the Education Inspection Framework. This does imply a broader definition of careers and encompasses every learner identifying, developing and articulating their skills interests and talents. It also involves enabling students to develop the knowledge, understanding and skills needed to “be successful in life”. We also welcome the explicit guidance within Personal Development that:

“Secondary schools prepare pupils for future success in education, employment or training. The use of 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 learners 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” as detailed in the Schools Inspection Handbook.

“The provider prepares learners for future success in education, employment or training; by providing unbiased information to all about potential next steps; high quality, up to date and locally relevant careers guidance; and opportunities for encounters with the world of work” within the FES handbook.

For detailed guidance, leaders should access:

[School Inspection Handbook](#)

[Further Education and Skills Handbook](#)

Ofsted Inspection Framework – Judgement Areas

Under the new framework, inspection teams will consider four key judgement areas of provision and make an overall judgement on the overall quality of provision.

The four key judgement areas are:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Within the context of the four aspects, Ofsted provides grade descriptors for a four-tier grading system with the following grade descriptors for overall effectiveness:



1 | Outstanding

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.

2 | Good

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

3 | Requires improvement

- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave learners either being harmed or at risk of harm.

4 | Inadequate

- The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.

The main focus of the inspection framework is to interrogate the overall quality of education, by looking deeply at the curriculum. In particular it will focus on the sequencing and structure of the curriculum. Inspection teams will be focussing the whole inspection through the lens of the curriculum, but ensuring it goes beyond simply the academic and vocational.

The context of the school will be understood in the pre-inspection phone call. An opportunity exists here to encourage understanding of the school's context in relation to careers. This will likely be discussed under personal development and here lies an opportunity for the school to demonstrate its strengths and weaknesses.

The new inspection framework places the focus of the inspection through the curriculum lens. Subject and other selected deep dives will deliver evidence and lines of enquiry linked to all aspects of the framework. Lead inspectors will determine further areas for deep dive or query through the evidence that they draw around the quality of the provision seen and experienced through discussions with leaders at all levels, teaching staff, pupils and stakeholders.

There are links throughout the framework and the accompanying inspection handbook to the value of embedding the Gatsby Benchmarks throughout the school's curriculum. Careers education is now reflected in the statutory guidance, with a clear commitment to the Gatsby Benchmarks as the criteria for good provision ([School inspection handbook](#)).



Preparing for inspection

Ahead of an Ofsted Inspection, inspectors will look at “relevant publicly available information”, such as the school’s website. Ensure you are already complying with the statutory requirements set out in the statutory guidance for schools document, [Careers Strategy \(2017\)](#) and [Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff](#) and are working towards embedding the [Gatsby Benchmarks](#). You will then be able to demonstrate that your school has made some progress. It is vital at this point to consider:

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

Careers guidance will not be explicitly scheduled as deep dives, these are subject based. These may be planned and discussed with school leaders in advance, following self-evaluation review and the pre-inspection conversation. Greater interrogation of careers guidance may emerge as a result of phase 1 deep dive focus, or they may not happen at all, if evidence has been collated through other conversations and experiences.

Consider these framing questions:

1. Is what’s on offer high quality?
2. How do you know?

This is an excellent opportunity to set out your “careers stall” - your website is your front window for your quality careers and guidance programme. 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.

- Following statutory guidance, every school must publish a policy statement setting out their provider access and ensure it is followed.
- Every school must publish details of their careers programme for young people and their parents.
- Every college should publish the careers programme on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it.

It is recommended that the publicly available information is as strong and in depth as possible; ensure that it is fit for purpose for your audience, predominantly, learners, parents and partner stakeholders. However, it is critical to ensure that curriculum leaders, senior leaders and teaching staff all have a hand in developing this information. It is important that the messages are truly reflective of curriculum intent, implementation and can demonstrate impact for young people.

Inspectors are keen to understand what ‘...leaders intend learners to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them?’. These questions are applicable to a provider’s careers programme. Careers leaders are encouraged to consider intended learning outcomes within a progressive careers programme within Gatsby Benchmark 1.

As part of ‘Gathering and reporting evidence’, inspectors will ‘evaluate the evidence of the impact of the curriculum, including on the most disadvantaged learners’.

In ‘sources of evidence specific to curriculum impact’, inspectors will consider ‘nationally published information about the destinations to which its learners progress when they leave the school’.

There is a range of prompt questions which you can use to stimulate discussion. Whether your role is Careers Leader, Enterprise Coordinator, Enterprise Adviser, these questions serve as a strong starting point for enquiry, debate and strategy forming.

The key question being:

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

From the perspective of the inspection framework:



Do learners receive unbiased careers advice?



Do they have experience of work?



Do they have encounters with employers?

The prompt questions on the following page are to enable quality discussion and develop wider strategic planning of your careers programme. They are not prescriptive in the context of what to expect in an inspection.

Prompt questions for Link Governors, Careers Leaders and SLT:

All these questions are supplemented by the essential question – **How do you know?**

- Do learners receive the appropriate guidance they need before choosing their options? For example, what might the impact be of choosing double instead of triple science if students want to go on to nursing, medicine? What is happening in schools/colleges to avoid this happening?
- What is the benefit of access to employers?
- Do learners receive unbiased information regarding post-16 opportunities?
- Are students exposed to a wide range of progression routes?
- How can we ensure that students know the range of options available and understand them?
- Advice & guidance – is it ambitious enough?
- Have learners experienced a meaningful range of encounters with the world of work to help them consider their next steps? Consider students with a range of needs, SEND, disadvantaged, high achieving pupils.
- Cultural capital – what is the starting point for students and how are schools bridging the gap needed to ensure that all students have the same aspirations and can get there? Are expectations sufficiently high for all?
- Do learners know about the range of provision on offer for post-16 including apprenticeship, FE and academic routes?
- What do you want your provision to look like in 5 years' time?
- What does high-quality, up to date and local careers information look like?
- How do you know that the information learners are receiving is unbiased about their potential next steps?
- What about those learners who do not want to go to university?
- How do you ensure the encounters that students have with the world of work are of high quality?
- Do you gather information of destinations of learners?
- If so, what do you do with the data?
- What improvements do you make as a result of the information collected on destinations?
- How do you know that in a large college or provider with a range of academic or vocational providers that ALL learners are getting high quality careers provision to inform their next steps?
- What is the experience of students studying A levels compared to vocational/technical routes?
- Do students on vocational programmes know about the range and breadth of their options?
- If your learners (post-16) receive multiple unconditional offers, what do you do to make sure they then don't under achieve? How does guidance secure the principle that under-achievement will lead to disadvantage in future careers?
- If your post-16 learners leave to pursue apprenticeships, part way through their qualifications, is this part of your deliberate progression strategy? i.e. accessing opportunities at a time that is right for them
- Do leaders provide the support for staff to make it possible?

“

Key messages emphasised throughout the framework and handbook are:

- the curriculum must show evidence of progress towards intended end points in terms of knowledge and skills development;
- the development of knowledge and skills should be progressive and should support learners in preparing for “opportunities, responsibilities and experiences of later life”;
- the curriculum must be broad and balanced with equal opportunity for all learners;
- schools must demonstrate how they bridge the gaps of cultural capital amongst their cohorts, in particular amongst disadvantaged learners or those with SEND; i.e. how do you bridge the gap of social disadvantage and cultural capital.

...at each stage of education, the provider prepares learners for future success in their next steps...



There are recurrent references within the handbook and the framework to the expectation that schools and colleges prepare students for future learning and employment. This reflects a broader definition of careers education and can be supported by embracing the guidance and recommendations within the Careers Strategy 2017 and through the appointment of a Careers Leader working at a strategic level to embed careers within school priorities and to drive forward progress towards meeting the Gatsby Benchmarks.

The following sections of this guidance aim to pose a range of specific questions, with some potential evidence that may be valid. When considering this guidance it is important to remember, inspectors will not ask for further evidence if they have seen it already

demonstrated. They are interested in triangulating leadership, the voice of young people and their views and furthermore what the inspection team see, hear and experience. The following sections are broad ideas for preparation and quality strategic careers plan development as opposed to what you may expect to be explicitly asked during inspection.

From the perspective of evidence, inspectors will be looking for what's embedded and what leaders know about their provision from the perspective of strengths, weaknesses and requirement for improvement with action planning.

It is advisable to steer away from trying to tick boxes and focus squarely on quality of offer.



Are you doing the right thing for all your learners?

1 | 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." This is reinforced as inspectors are asked to look at impact (learners are ready for the next stage of education, employment or training). Schools are being given time to adjust their focus to the curriculum and it is quite likely that the school you work in will possibly be engaged in quite new thinking around the quality of their curriculum offer towards set 'end points'.

This is a chance to raise the broader issues about how well the curriculum prepares students for the world beyond the school gates and supports the work of the Careers Leader in embedding progress towards the Gatsby Benchmarks as a whole school responsibility. Despite its implicit emphasis on knowledge and traditional subjects, the framework clearly states that inspectors must 'judge fairly schools that take radically different approaches to curriculum'.

Useful questions:

- Has the careers leader accessed funded training to develop a high-quality progressive careers programme and a supporting strategic careers plan?
- How does the intent of the curriculum reflect the careers plan and vice versa?
- Does whole staff CPD help all staff to understand their role in making sure that students are being prepared for 'future learning and employment'?
- How do curriculum leaders use the careers plan to inform their curriculum?
- Is the curriculum coherent and sequenced towards growing knowledge and skills in readiness for next stages of education, training or the workplace?
- How does the careers plan strategically inform the curriculum intent for all learners, especially the most disadvantaged or those with SEND?
- How do you use destination and post-16 activity data to inform your curriculum?
- How does the school identify and support students who are at risk of NEET or at risk of disengagement/exclusion?
- How does the school's curriculum support/reflect local labour market needs?

Evidence suggestions:

- The impacts of professional development and training on the experiences of young people;
- Evidence of careers embedded in schemes of learning. Schemes of learning demonstrate preparing learners for their end point;
- Stakeholder voice alongside details of the impact of the career programme and related strategic career plan; inspectors will speak to employers if they feel it is appropriate to do so;
- Learners being able to discuss how their broad curriculum offer can develop their readiness for life beyond school;
- Learner ambition demonstrated through observations and discussions;
- Progression case studies, subject based, where possible;
- Middle leaders can show evidence of careers embedded within their subject areas and progressive schemes of learning;
- Middle leaders can articulate how their schemes of learning marry up to the careers plan in intent and implementation, with long term planning in mind.



2 | Behaviour and attitudes

Within the Ofsted guidance for the judgement of Behaviour and Attitudes, the following may provide opportunities to demonstrate the positive impact of the careers plan: “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.”

(Benchmarks 1,3,4 may support evidence of impact)

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

Useful questions:

- Does the careers plan enable the development of enhanced cultural capital, particularly for disadvantaged learners and those with SEND?
- Does the careers plan enable learners to develop enhanced positive attitudes to learning?
- Do experiences of further and higher education support increased engagement?
- Do employer encounters inspire commitment to learning programmes?
- Does the careers programme and experiences within support improved attendance?
- Does the broader programme of the school, e.g. assemblies, tutor time, PSHE contribute to the careers programme and improved behaviour and attitudes?
- How are these aspects of whole school life contributing to the development of cultural capital for learners?
- How do learners take responsibility for their own recording and development of evidence of an effective careers programme?

Evidence suggestions:

- Case studies of cohort and individual improvements;
- Evidence where the careers programme and activities may contribute to improved attendance, reduced exclusions;
- Case studies of individual learners where behaviour and attitude has changed, linked to experiences and encounters;
- Do learners have evidence to discuss, show e.g. completion of careers plans, work experience journals, PiXL Edge tracking, etc.;
- Learner attitude questionnaires which evidence development;
- Alternative education where used is showing improved behaviour and attitudes to learning, aspiration and supports personal guidance.



3 | Personal development

The grade descriptors in the inspection handbook for Personal Development to be “Good” make specific reference to the achievement of the Gatsby Benchmarks.

“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 learners in Years 8 to 13 (expectations within statutory guidance). All learners receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for learners to encounter the world of work.”

“the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents.”

(Benchmarks 1, 2, 3, 4)

“the curriculum and the providers’ wider work support learners to develop their character – including their resilience confidence and independence...”

(Benchmarks 1-8)

“at each stage of education, the provider prepares learners for future success in their next steps”

(Benchmarks 1-8)

The personal development judgement will look to evidence how the curriculum extends beyond the classroom. It is recognised within the inspection handbook that the long-term impact of personal development may not be able to be judged at the time of inspection.

Useful questions:

- Does the school have a progressive and high quality, aspirational careers programme, which allows students to identify, develop and articulate their ‘interests and talents’?
- Does the school promote ‘equality of opportunity’ and challenge stereotypes with intent within the school’s curriculum?
- How does the school ensure that careers advice and guidance is impartial?
- Does your school ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical qualifications or apprenticeships?
- Do students participate in at least one meaningful encounter with an employer every year between Years 7 to 13 (Gatsby Benchmark expectation)? Inspectors may speak to Enterprise Adviser. Give strong consideration at each level who can present the most effective and triangulated evidence to the inspection team.
- By the age of 16, does every student have at least one experience of a workplace, additional to any part-time jobs they have?
- For schools with post-16 provision, by the age of 18, does every student have one further such experience, additional to any part-time jobs they may have?

- Do all students have access to HE/FE providers from across the sector
- Is the career programme built around preparing learners 'for future success in their next steps'?
- What provision is in place to support students in accessing personal guidance interviews with a qualified careers adviser?
- 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?

Evidence suggestions:

- Careers plan well developed and shared on school/college website;
- Learners, parents, school staff and governors are aware of the plan and how it is implemented within the curriculum;
- Partner access policy on website;
- Case studies of work experience and employer encounters;
- Destination data with impact of how this is being used;
- Does data inform the careers plan? Be able to show how (school-based data and LMI);
- High quality transition arrangements to support learners to successfully access and sustain their next destination.

4 | 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 and contributes widely to the development of all learners.

“Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.”

(Benchmarks 1-8)

“Leaders engage effectively with learners and others in their community, including - where relevant - parents, carers, employers and local services.”

(Benchmarks 1, 3, 5, 6)

Useful questions:

- Does the school have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it?
- How does the school evidence comply with relevant statutory guidance?
- Does your school have a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement?
- Does your Enterprise Adviser act as a critical friend, supporting the strategic development of the careers plan and adding industry context?
- Does the SLT and the named Careers Leader have a shared vision for the careers programme and the strategic careers plan?
- How is your school's strategic careers plan shared with and understood by Governors?
- How do you demonstrate that all learners are accessing all the provision? Key lines of thought may need to include absent learners, learners accessing alternative provision, disadvantaged cohort, all SEND learners.
- Does the school seek stakeholder voice to inform development of its careers programme?
- Does the school curriculum intentionally challenge stereotypes and aim to raise aspiration?

Evidence suggestions:

- Case studies of personal and group impact;
- Gatsby Benchmark data showing progress since 2017;
- Staffing structures;
- Personal development and training records showing evidence of staff development around careers;
- Governors minutes from relevant committees demonstrating strategic discussion and challenge of the whole school careers plan.





Schools with Sixth Forms

Schools with Sixth Forms have an additional set of inspection judgments with slightly different criteria. It is significant that in these post-16 inspections, careers education, advice and employer encounters are even more prominent.

Inspectors are encouraged to consider:

- the extent to which leaders and teachers have high expectations for achievement and progress (..) (Benchmarks 1 & 3);
- how leaders and teachers develop a curriculum that provides progression (...), as well as work experience or industry placement and non-qualification activities. (Benchmarks 5, 6 & 7);
- 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 (Benchmark 8);
- students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, preparing them for employment or progress to higher levels of study.

Useful questions:

- How does the careers programme reflect the progressive building of knowledge and skills for 'future learning and destinations'?
- How are students supported to gain experiences of workplaces and access encounters with employers?
- How does the Sixth Form curriculum reflect and allow students to access and understand local and regional labour market information?
- Does every student have the opportunity for a future guidance interview by the age of 18?

Evidence suggestions:

- Higher education and apprenticeship destination case studies and data;
- Enrichment programmes, engagement with and evidence of being progressively planned;
- Student voice, attitude surveys and readiness for next stage of education, training or employment.



Wider questions to consider:

Careers Leader:

What does the new inspection framework mean for my work in leading the careers provision?

(i) Raising awareness

In this guidance, we have highlighted where meeting the benchmarks supports schools in preparing young people for 'future learning and employment'. As a Careers Leader, you are in a very strong position to make sure that the senior team and indeed all staff are aware of Ofsted's commitment to careers education and the Gatsby Benchmarks. It is understood that schools will need time to develop and embed the Gatsby framework, but the good news is that this is clearly part of the framework and therefore you should feel confident in continually striving to raise the profile with SLT and governors.

(ii) Adding value to whole school priorities and outcomes for learners

Developing a careers programme with clear learning outcomes at each key stage, which is supported by a strategic careers plan with full support of SLT and governors is the first step in engaging SLT with how a careers programme can be embedded within and support whole school priorities. The school's careers programme should be planned and progressive so that students are building on the skills and knowledge of what has been taught/delivered before and is building towards key decision-making points for students.

Use your careers plan to show how careers education and experiences are contributing to issues prioritised in the school development plan.

The guidance states that the curriculum remains as broad as possible for as long as possible, this should also apply to career pathways and students should be aware of the range of options open to them before deciding on next steps.

Enterprise Coordinator:

What does the new inspection framework mean for my role in supporting schools?

Enterprise Coordinators have a key role in supporting Careers Leaders to develop a careers programme with clear and progressive learning outcomes that support the school in working towards the Gatsby Benchmarks.

You are well placed to be the 'go-to' source of guidance for schools. You can share any experiences of local schools being inspected under the new framework and of schools that are implementing the Gatsby Benchmarks in innovative and effective ways. You may consider supporting the Careers Leader in delivering a briefing to the school's Governing Body or local Trust Board on the new framework.

Developing networking opportunities for Careers Leaders to share experiences of inspection would be valuable.

Enterprise Adviser:

What does the new inspection framework mean for my role in supporting schools?

Enterprise Advisers should work with Careers Leader and with SLT to help schools to identify the 'end point their curriculums are building towards' and to then build a progressive careers programme and a supporting strategic careers plan to deliver it and to support outcomes for learners.

The Enterprise Adviser supports Careers Leaders in working towards the benchmarks and linking this progress to whole school priorities as a whole school responsibility. It is important that you are familiar with the guidance included in the Ofsted Framework and Handbook and that you support the Careers Leader and SLT in how your work and making progress towards the benchmarks meets this guidance.

Familiarisation with the Ofsted thematic report Getting Ready For Work 2016 will also help to support the Careers Leaders with identification of best practice.

In the event of an Ofsted inspection, it may be appropriate for you to be involved in explaining how your work contributes to 'at each stage of education, the provider prepares learners for future success in their next steps'. Refer to minutes of meetings, progress against strategic careers plan, evaluations, stakeholder voice and any other records of the progress and impact of your work supporting the school's Careers Leader and school's careers programme.

What does this mean for my role as a Governor or Link Governor?

Governors and Link Governors in particular should be familiar with the DfE Statutory 'Careers guidance and access for education and training providers' guidance and the provision it sets out. Governors should also be enabling the school to appoint and support an empowered Careers Leader who can build a careers programme and strategic careers plan informed by whole school vision & priorities and that is embedded through the curriculum, including PSHE and that it addresses the needs of each and every student. Governors can support the Careers Leader in bringing the careers programme and the related strategic career plan to the Governing Body for approval, review and monitoring. Governors can also undertake monitoring visits to see the delivery of the school's careers programme and use learning to support development of the school careers programme and related strategic career plan.

A Link Governor for careers should meet regularly with the Careers Leader and (if relevant) the Enterprise Adviser to discuss the implementation of the careers programme and the related strategic career plan. Governors' knowledge and understanding of the careers programme and strategic careers plan should highlight how 'at each stage of education, the provider prepares learners for future success in their next steps'.

In Conclusion

Careers education advice and guidance: Do we hear it? Do we see it?



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