

TEACH TOO MAPPING TOOL

Teach Too activities mapped to for the Common Inspection Framework: education skills and early years



This short guide illustrates how working to the principles of Teach Too can support education and training providers to work towards Ofsted's Common Inspection Framework (CIF) criteria for outstanding provision.

A package of Teach Too development material is available to support the implementation of Teach Too principles and approaches. This includes:

- Local employer data set: allows provider staff to see how employers already engage in education and training across different sectors and curriculum routes.
- Collaboration readiness checklist tool: leaders can assess in partnership with employers their readiness to develop collaborative approaches.
- Business case planning tool: staff can reflect on their business case for developing Teach Too practice.
- Co-curriculum development and delivery toolkit: provides guidance on jointly improving/developing effective learning to support learner achievement and career progression.
- Dual professional toolkit: Stimulates collaboration to develop occupational expertise, experience, combined with excellent teaching and learning practice.

This guide should be used in conjunction with:

- The OFSTED Common Inspection Framework (CIF)
- The Further Education and Skills Inspection handbook
- The Department for Education Careers Strategy
- The Department for Education Careers Guidance for further education colleges and sixth form colleges

The table below notes where the application and demonstration of the Teach Too principles can provide evidence of achieving an outstanding standard (The OFSTED guidance should be scrutinised to determine the criteria for judging performance as outstanding.) Relevant Gatsby Benchmarks (GB) as detailed in the Careers Strategy are also indicated.

Relevant elements from the CIF include:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for learners
- Apprenticeships and traineeship

THE COMMON INSPECTION FRAMEWORK

Element of the CIF	Relevant Section of the Teach Too Development material			
Inspectors will consider	Collaboration readiness checklist tool	Business case planning tool	Co-curriculum development and delivery toolkit	Dual professional toolkit
Effectiveness of leadership and management				
The extent to which leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities (GB: 2)	Provides evidence of engagement, reflection and objective setting	Drivers for Change/Market analysis elements		Activity 4: SOAR analysis
The extent to which learners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans (GB: 1,2)		Benefits assessment element		Activity 1: Developing staff
The quality of teaching, learning and assessment				
Staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs	Provides evidence of engagement, reflection and objective setting	Metrics: Cost Benefit assessment element	Activity 2: Benchmarking progress	Activity 1: Developing staff Activity 2: Supporting learning Activity 3: Preparing your Teaching practice Activity 4: SOAR analysis
Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality				

and effective support to help learners achieve as well as they can				
Employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learner's attendance, progress and improvement, where appropriate				
Personal development, behaviour and welfare				
The extent to which learners take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work				Activity 2: Supporting learning
The proportion of learners who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce (GB 5, 6)	Provides evidence of engagement, reflection and objective setting	Metrics: Quality improvement element		Activity 2: Supporting learning Activity 3: Preparing your Teaching practice
Learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers (GB 5, 8)		Metrics: Quality improvement element		Activity 2: Supporting learning
The extent to which learners achieve the specific units of their main vocational qualifications and relevant additional qualifications that			Activity 3: exploring co-design Activity 4: Aims, learning	Activity 2: Supporting learning Activity 3: Preparing

enhance their learning and are likely to increase their future employability (GB 4)			outcomes and assessment	your Teaching practice
The extent to which learners' standards of work are appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines				Activity 3: Preparing your Teaching practice
How well learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims			Activity 3: exploring co-design Activity 4: Aims, learning outcomes and assessment	Activity 2: Supporting learning
Outcomes for learners				
Learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work (GB 7)		Metrics: Quality improvement element		Activity 2: Supporting learning
Learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth (GB 2)		Drivers for Change/Market analysis elements Metrics: Quality improvement element	Activity 3: exploring co-design Activity 4: Aims, learning outcomes and assessment	Activity 2: Supporting learning Activity 3: Preparing your Teaching practice
Elements relating to specific learner groups: Apprenticeships and traineeships				
The provider's staff engage with employers to plan the training, assessments, review points and milestones throughout, agree any additional qualifications to be			Activity 3: exploring co-design Activity 4: Aims, learning outcomes and	Activity 2: Supporting learning

included, if any, and monitor and support apprentices to progress quickly, gain new skills and achieve to their full potential (GB 5, 6)			assessment	
Trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects the expected industry practice and meets employers' needs and apprentices acquire that knowledge effectively (GB 5)		Drivers for Change/Market analysis elements Metrics: Quality improvement element	Activity 3: exploring co-design Activity 4: Aims, learning outcomes and assessment	Activity 3: Preparing your Teaching practice
Traineeships: managers collaborate with employers to ensure that all aspects of each learning programme prioritise the skills and attitudes learners will need for future work (GB 4)	Provides evidence of engagement, reflection and objective setting		Activity 3: exploring co-design Activity 4: Aims, learning outcomes and assessment	Activity 3: Preparing your Teaching practice

THE GOVERNMENT'S CAREER STRATEGY

Career strategy	Relevant Section of Teach Too Resource			
Element of Career Strategy	Collaboration readiness checklist tool	Business case planning tool	Co-curriculum development and delivery toolkit	The dual professional toolkit
<p>GB 5: Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes</p>	<p>Provides evidence of engagement, reflection and objective setting</p>			<p>Activity 4: SOAR analysis</p>
<p>GB 6: Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks</p>			<p>Activity 2: Benchmarking progress</p>	
<p>For 16-19 programmes GB 2, 8: High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.</p>	<p>Provides evidence of engagement, reflection and objective setting</p>	<p>Drivers for Change/Market analysis elements Implementation Plan</p>	<p>Activity 5: Sustaining effective practice</p>	<p>Activity 1: Developing staff Activity 3: Preparing your Teaching practice</p>
<p>For adult learning programmes:</p>	<p>Provides evidence of</p>	<p>Benefits assessment</p>	<p>Activity 5: Sustaining</p>	<p>Activity 1: Developing</p>

<p>GB 4: Each strand of a provider's adult learning programme, such as vocational training, employability training and community learning, has a clearly defined purpose that is well met through each relevant learning programme</p>	<p>engagement, reflection and objective setting</p>	<p>element Implementation Plan</p>	<p>effective practice</p>	<p>staff</p>
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OUR PARTNERS



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THANK YOU

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