

A row of white chess pawns is arranged in a line across the background. In the center foreground, a single red pawn stands out prominently. The background is a plain, light-colored surface.

Using the Internal Leadership Review (ILR) to go ‘beyond Gatsby’

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CREATIVE EDUCATION TRUST

Unified Purpose, Empowered People

Formed in 2010

Currently made up of 11 secondary academies and 5 primary academies

Across the Trust approx. 40% of pupils are PP/FSM and all the schools are in socio-economic areas of relative deprivation.

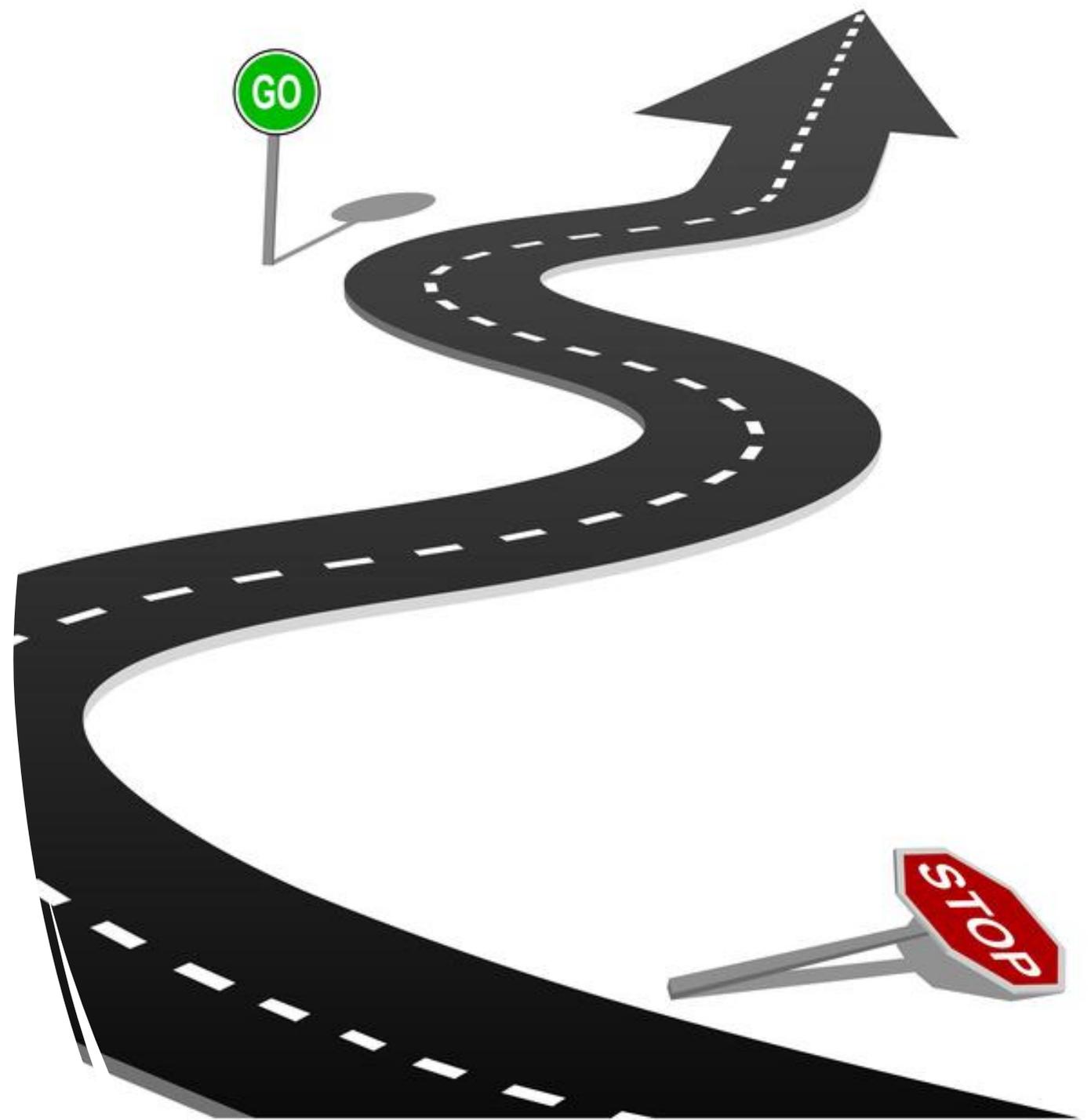
Joined in Sept 2024 from a long background in careers practice and leadership in secondary schools.

About CET

Using the Internal Leadership Review (ILR) to go 'beyond Gatsby'

Session objectives

- The ILR empowers Career Leaders in schools to reflect on their programme and set strategic goals for developing it further.
- Make the most of an ILR meeting,
- Ways to interpret the results and give examples of how schools have used it to enhance their careers programmes.



The ILR process

All 11 secondaries between January and Easter 2025 – 11 quite different experiences!

Trust Average was 2.57 (out of 4) across the 6 themes.

Theme	1 – Careers Leadership	2 – Addressing the needs of all learners	3 – Understanding of LMI	4 – Linking curriculum with careers	5 – Meaningful encounters	6 – Personal Guidance
Trust average	2.53	2.51	2.55	2.16	2.76	3.27



The ILR process

- Booked 2-hour slots to sit round the table and give each theme proper consideration.
- Themes 1-3 are very very long and took 20-30 minutes each.
- The 'actions' that came out on the system weren't very helpful.
- We wrote our own actions, with school-specific people and actions named.
- As a Trust Lead it has been invaluable, and I intend to repeat the process annually.

ILR – Making the most of the meeting

- Have the right people there – not necessarily for the whole thing.
- Allow honest conversations and take on board all viewpoints – CLs are notoriously self-critical.
- This is a maturity model, NOT a box ticking exercise (even though the recording is ticking boxes...)
- Good to have examples of the careers programme, individual student data, future plans.



Understanding the data

Theme	1 – Careers Leadership	2 – Addressing the needs of all learners	3 – Understanding of LMI	4 – Linking curriculum with careers	5 – Meaningful encounters	6 – Personal Guidance
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- A mixture of quantitative and qualitative data led to discussions about what each statement meant – experienced teaching staff were used to this way of assessment as it reflects mark schemes for extended writing.
- Concepts such as ‘meaningful’ and ‘impact’ are used throughout – be able to articulate what they mean and how to measure them.
- Links between the Benchmarks are clear within the 6 themes – reduces the numbers game.

Interpreting the data

Theme	1 – Careers Leadership	2 – Addressing the needs of all learners	3 – Understanding of LMI	4 – Linking curriculum with careers	5 – Meaningful encounters	6 – Personal Guidance
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- The ILR scores each line on the theme out of 4. A score of 2 means you're probably meeting the relevant Benchmark. 3 and 4 are exceeding current expectations – this will be slightly different with the implementation of Gatsby 10 via Statutory Guidance.
- At school level the graphs produced at the end were an easy way to see the priorities.
- At Trust level I have a dashboard that allows me to see patterns.
- Action planning was part of the discussion – seeing the ILR as a maturity model rather than an outcome.

Interpreting the data

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2 Addressing the needs of all learners and impact evaluation

2.1 Development of progressive careers learning journeys

2.2 Addressing the needs of all learners

2.3 Effective use of recording systems

RESPONSE 1 Recording systems (e.g. Compass+) are used to capture careers activities and to track intended and actual destinations.

RESPONSE 2 Recording systems are regularly updated to:

- record and evaluate activities
- record intended and actual destinations data for all learners.

RESPONSE 3 Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the careers provision and to inform continuous improvement and planning of careers. **You selected this response**

RESPONSE 4 Up-to-date information from recording systems and related data on all learners is used by Careers Leader, the senior leadership team and governors to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation and reporting.

Not yet achieving any of the response options.

1. Why this matters

Robust tracking of individual learners and cohorts enables you to understand specific learner needs. Identifying and then addressing any gaps is central to a learner-led, evidence informed and impact driven approach to careers.

2. Getting started

Compass+ is our free digital product which has features that support you to measure impact and inform continuous improvement of your careers provision. Compass+ is available to most secondary schools, special schools, and sixth forms in England.

[Explore Compass+](#)

3. Continuous improvement

This guidance supports you to effectively evaluate the careers provision.

[How to effectively evaluate your careers provision](#)

2.6 Stakeholder voice						
2.7 Quality assurance						

Why 'Beyond Gatsby'?

The ILR is ambitious! And because it is not just ticking boxes for outcomes the discussion is far broader than other measures like Compass+ and FSQ.

				school or special school.
<p>4.2 Staff highlighting the relevance of their subjects and making links from the curriculum</p>	<p>There is an expectation that staff make reference to pathways and the world of work in their lessons.</p>	<p>Staff are supported to regularly highlight the relevance of their subject to the world of work and careers. There is an expectation that staff make links from their curriculum to careers, pathways and essential skills.</p>	<p>All staff consistently and regularly highlight the relevance of their subject to the world of work and careers, and regularly make links from their curriculum to careers, pathways and essential skills. There is evidence of curriculum learning being embedded in the context of the world of work across the school or special school.</p>	<p>Quality assurance processes monitor the consistency and impact of how:</p> <ul style="list-style-type: none"> - <u>All</u> staff consistently and regularly highlight the relevance of their subject to the world of work and careers - <u>All</u> staff make links from their curriculum to careers, pathways and essential skills - Staff embed learning in the context of the world of work or careers.

Examples of using the ILR to go beyond Gatsby

Midlands School

Averaged 2 on Theme 1 about Careers Leadership but saw what was needed to get 4. They have appointed a dedicated Personal Development Lead (including careers leadership) at Asst Principal level. They are writing an ambitious development plan for careers, including a shared language around skills that are used in every lesson, firmly placing it in the curriculum. They are on SLT already and get invited to governors termly. They are taking the first steps towards a truly distributed leadership of careers guidance across the school

East Coast School

Very focussed on Compass+, forthcoming Ofsted and the language was ‘ticking boxes.’ Huge issues in the locality with high numbers of long-term unemployed and never economically active families. They averaged a 2 on Theme 5 which looks at encounters and experiences of work. The ILR meeting involved a lengthy discussion about what it would take to move up to a 4. Just getting any employer in is not enough, nor is a careers fair. A more focussed and intentional strategy is needed. They have recruited a ‘Careers governor’ from the local Chamber of Commerce and are using that network to begin building contacts with local businesses. WEX remains a challenge, but students are getting to meet employers that suit their interests and needs.



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