

# Tendring District Council (Career Track)

Report following a monitoring visit to a 'requires improvement' provider

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## Monitoring visit: main findings

### Context and focus of visit

Tendring District Council (Career Track) was inspected in November 2021. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in actioning the main areas for improvement identified at the previous inspection.

Career Track is an apprenticeship provider based in Clacton-on-Sea, Essex. It has 47 apprentices, studying four standards-based qualifications. There are 28 apprentices studying at level 2 and 19 at level 3. Most Career Track apprentices are employed in borough and district councils in Essex. Most apprentices are employed by Tendring District Council. Career Track also provides apprenticeships to small businesses in the area.

At the time of the inspection, Career Track had apprentices studying standards in customer service, business administration and public services. Most apprentices on level 2 are studying the level 2 customer service practitioner standard. Most apprentices on level 3 are studying the level 3 business administrator standard. There are no apprentices in receipt of high needs funding. Career Track has no subcontractors.

### Themes

**What progress have leaders and managers made to improve the quality of the apprenticeship curriculum so that apprentices develop the broad range of knowledge, skills and professional behaviours expected of the standards?**

**Reasonable progress**

Leaders have taken effective steps to improve the quality of training that apprentices receive. Leaders have taken decisive action to ensure that the apprenticeship curriculum focuses on the knowledge, skills and behaviours expected from the standards. As a result, assessors now tailor the curriculum effectively in order to meet the needs of employers and apprentices.

Apprentices are developing the appropriate professional skills and behaviours that enable them to carry out their job roles and improve their work performance. For example, apprentices have developed good problem-solving skills and are more confident to make decisions based on sound information. Apprentices are able to work effectively in an office environment. They have a good understanding of the range of services provided by the council. Apprentices understand accountability and

develop good time management skills that meet the business deadlines and targets set by their employers.

Leaders have taken suitable steps to develop a comprehensive programme that develops apprentices' wider skills beyond the apprenticeship. For example, leaders provide opportunities for apprentices to learn about pension awareness schemes, develop their financial planning skills and improve their understanding of unconscious bias in the workplace. Assessors use the employer's code of conduct policy appropriately in order to discuss sexual harassment and workplace bullying with apprentices. Consequently, apprentices are confident about the actions they would take should the need arise.

Leaders do not ensure that assessors provide good quality feedback to apprentices so that they can improve their work. Tutors do not consistently correct English errors in apprentice's written work, for example. Consequently, apprentices repeat these errors and do not improve their written work overtime.

**What progress have leaders and managers made to ensure that apprentices benefit from effective ongoing and timely careers advice and guidance?**

**Reasonable progress**

Leaders have ensured that assessors provide appropriate, ongoing careers advice and guidance for apprentices. Assessors provide help for apprentices to search for jobs and prepare for interviews. Assessors frequently discuss career options with apprentices in reviews. As a result, apprentices recognise how their workplace experience can be used to provide rich examples of the skills they have developed when applying for jobs. Apprentices often gain promotions or take up new jobs within the council. Most apprentices are confident about how to apply for jobs beyond their current employer to meet their needs and aspirations.

**How effectively do leaders and governors monitor the quality of education and training apprentices receive?**

**Reasonable progress**

Since the previous inspection, leaders have taken effective action to monitor the quality of training apprentices receive. Governors hold leaders to account for improvements made and meet frequently with leaders to discuss progress. Governors and leaders agree swift actions that bring about sustained improvement.

Leaders have taken effective steps to strengthen governance arrangements. Leaders have carried out a comprehensive audit of governors' skills and abilities. Leaders have used this information to accurately assign appropriate roles to each governor. Leaders are taking effective steps to recruit two new governors who will focus on curriculum and personal development.

Leaders have used external consultants appropriately to support them with training staff. Consequently, assessors understand comprehensively the requirements of the

apprenticeship standards. Assessors work effectively with employers to plan a coherent apprenticeship curriculum.

**How much progress have leaders and governors made to ensure that they have an effective oversight of safeguarding arrangements, including the 'Prevent' duty? Reasonable progress**

Leaders have ensured that the designated safeguarding officer (DSO) works effectively with external agencies to gain relevant information on local and regional safeguarding concerns. The DSO ensures that apprentices and staff receive frequent safeguarding updates. Assessors use this information to have relevant ongoing safeguarding discussions with apprentices about local issues. Apprentices have an improved awareness of extremism and the risks of radicalisation. Apprentices know the signs that could indicate that someone may be at risk. However, they still do not understand how these issues may impact on their work and personal lives.

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