

Gatsby Benchmarks

Gatsby Benchmarks are a framework of **8 guidelines** that define the best careers provision in secondary schools.

The Gatsby Benchmarks			
Benchmarks	What good looks like	What this means in practice	AOM Evidence
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> • Whole school careers programme supported by SLT • Need to include the roles of Assistant Principal, Head of Year & Careers Adviser • Programme is led by a qualified Careers lead. • Pupils, Parents/Carers have access to the programme via the school website. • Feedback & Survey via Pupil's Voice
2. Learning from Career and Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<ul style="list-style-type: none"> • Careers library • A dedicated careers website • Regular Careers bulletin • Attendance at Apprenticeship fair • Employer visits/Work Experience placements
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. 	<ul style="list-style-type: none"> • Whole School Careers programme • Summary of guidance for each student after an intervention • Summary of careers plan recorded on SIMs • Destination data on T drive

	and diversity considerations throughout.	<ul style="list-style-type: none"> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<ul style="list-style-type: none"> STEM Club University visit for students looking at opportunities with STEM subjects. STEM employers talks in the assemblies
5. Encounters with Employers and Employees	Every pupil 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.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<ul style="list-style-type: none"> Employers talks in assemblies. Employer visits Santander workshops Mentoring Alumni talks Work Experience in Years 10 and 12
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<ul style="list-style-type: none"> All Year 10 student participate in self-arranged Work experience for a week All Year 12 student participate in self-arranged Work shadowing for a week
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, Colleges, Universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<ul style="list-style-type: none"> All year 11 students received a list of 6th Form and Colleges open days. All Year 12 students attend both the UCAS Exhibition and the Apprenticeship Fair All those applying to university attend open days for their university of choice.

8. Personal Guidance	<p>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<ul style="list-style-type: none"> • All 11, 12 & 13 students receive at least one personal careers guidance interview. • All SEND students receive at two personal careers guidance interviews from Years 9 upwards.
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Information for Teaching Staff

Gatsby Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths. **Gatsby**

WHAT CAN I DO TO SUPPORT CAREERS –

It is important you know why your curriculum is being delivered to ensure that all our learners are provided with the best platform of success to get into the careers or profession they desire. You can make you subject careers driven – put a focus onto why they need to know this and how it will help them in the future. Things you could do to make an impact:

1. Discuss pathways with your subject, and how it could be taken further at Post 16, degree level or through an apprenticeship, discussing the careers and jobs it could lead to.
2. Create a departmental “Careers” display to show routes, and progression in your subject
3. Create a poster to show Courses and Apprenticeships in Your subject
4. Create a display in your room to show why your subject is vital for careers and the world of work
5. Invite a guest speaker from the one of our Local colleges or Universities to promote and raise aspirations
6. Invite a local Business employee/employer to discuss how they use your subject in your lesson
7. Arrange a visit to a workplace related to your subject area. Careers can be part of the focus.