

Gatsby Benchmark	Intent	Implementation	RAG	Success Criteria- Impact	Review Summary	Implications for 2024-2025
<p>1. <a href="#">A stable career programme that is known and understood by pupils, parents, teachers and employers.</a></p>	<p>TFO and AB are going to monitor the overall careers provision. Pupil voice ..... DJD will oversee as part of SLT</p> <p>The career programme will be evaluated using feedback from students, staff, parents and employers and changes made where necessary.</p>	<p>The career program is on the school website and accessible to students, staff, parents/carers and employers</p> <p>TFO has mapped out careers provision for all KS3, 4 and 5 into a learning journey to highlight what key opportunities exist throughout the academic year to provide personal development and careers provision.</p> <p>This has been discussed and approved by SLT and governors and will form the basis of delivery of careers provision at the school. Careers will be given a link governor</p> <p><b>By the end of KS3</b></p> <ul style="list-style-type: none"> <li>begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals</li> <li>be able to access careers resources via Xello [online careers platform].</li> <li>set targets and review your progress</li> </ul>		<p>All pupils report positive experience of careers education</p> <p>Pupils recognise the career education they are receiving- evidence via pupil feedback (pupil voice, Future Skills Questionnaire (FSQ))</p> <p>Pupils know the different pathways available to them and can articulate them</p> <p>Careers is embedded in subject areas- evidenced in lesson observations/learning walks/display boards</p> <p>Parents discuss 'job of the week' with their child (emailed)</p> <p>Parental and employer feedback from evaluation at parents evenings/employer events is positive</p>	<p><b>Compliance:</b> 82%</p> <p><b>Strengths:</b> The careers programme is written down, approved by the board of governors, backed by senior leadership, and published on the school's website. It includes strategic and operational elements and is evaluated using feedback from students, teachers, and employers.</p> <p><b>Weaknesses:</b> Lack of systematic monitoring and feedback from parents/carers. Absence of a designated</p>	<p><b>Action Plan:</b> Implement a comprehensive monitoring system involving regular feedback from all stakeholders, including parents/carers.</p> <p><b>SLT Involvement:</b> Ensure regular SLT meetings to review and refine the careers strategy.</p>

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		<ul style="list-style-type: none"> <li>• receive Careers information and on-going support from staff such as your Tutor</li> <li>• take part in Pathways events (Destinations Day) where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4</li> </ul> <p><b>By the end of KS4</b></p> <ul style="list-style-type: none"> <li>• experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, tutor group time and through Aspirations Days.</li> <li>• be offered at least one individual appointment with a qualified, independent, impartial careers adviser</li> <li>• devise an action plan towards your career goals in PSHE</li> </ul>			lead with strategic responsibility.	

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		<ul style="list-style-type: none"> <li>• have taken part in an enterprise activity</li> <li>• have listened to talks on different careers</li> <li>• have been given the opportunity to speak to representatives from various sectors of the world of work</li> <li>• have developed financial capability skills</li> <li>• have produced and reviewed a curriculum vitae</li> <li>• have written a formal letter, e.g. covering letter</li> <li>• been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options</li> <li>• develop presentation and interview skills</li> <li>• be able to access careers information and resources via Xello</li> <li>• be offered the opportunity to take part in taster days/ sessions</li> <li>• have visited or spoken to representatives of further or higher education institutions, such as universities</li> </ul>				

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		<ul style="list-style-type: none"> <li>• have opportunities to evaluate individual</li> <li>• be given the opportunity to take part in work experience</li> <li>• Have met with providers of technical (including higher technical) education, vocational education and apprenticeships and given the opportunity to engage with students and their parents so that all routes at 16 are fully understood and so that students can make informed decisions</li> </ul> <p><b>By the end of KS5</b></p> <ul style="list-style-type: none"> <li>• participate in an enrichment and tutorial programme focused on your personal development</li> <li>• be given the opportunity to set targets and review your progress with on-going support from your tutor and subject teachers</li> <li>• develop independent research skills</li> <li>• meet university representatives</li> </ul>				

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		<ul style="list-style-type: none"> <li>• have the opportunity to meet apprenticeship providers</li> <li>• be given the opportunity to visit universities</li> <li>• have the opportunity to volunteer or take part in work experience</li> <li>• receive information on higher education taster days, apprenticeship vacancies and job opportunities</li> <li>• understand the UCAS process and be able to research different universities and courses using online resources</li> <li>• receive information and support with financial planning for university, work and training</li> <li>• write a personal statement for a UCAS, apprenticeship or job application</li> <li>• have been mentored through the university application process or supported with job or training applications</li> <li>• have access to information on how to apply for internships, sponsorships or Gap Year placements</li> </ul>				

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		<ul style="list-style-type: none"> <li>• be given the opportunity to take part in enterprise and challenge activities.</li> <li>• Have met with providers of technical (including higher technical) education, vocational education and apprenticeships and should be given the opportunity to engage with students and their parents so that all routes at 18 are fully understood and so that students can make informed decisions</li> </ul> <p><i>Evaluation of the career program.....</i></p>				
<p>2. <a href="#">Learning from careers and labour market information</a></p>	<p>XELLO (see SAL/THC)- Year 7-9 during ICT lessons. All of Year 11 have access and time allocated weekly to use XELLO. This will be rolled out to Year 10 in January. 'Our Futures' cover this for Years 10 and 11</p>	<p>Through the process of researching and identifying careers of particular interest, all students will be given the opportunity to discover and record;</p> <ul style="list-style-type: none"> <li>• What do people actually do in this job or industry?</li> <li>• How many people work in this job or industry?</li> <li>• How much do people get paid in this job or industry?</li> <li>• What qualifications do I need to do this job?</li> <li>• What skills or qualities do I need to do this job?</li> </ul>		<p><del>Year 11</del> All pupils report positive experiences Students know the local labour market and know which careers have a skill shortage.</p> <p>Parents have access to LMI (e.g. link to here <a href="#">Sectors &amp; Jobs - GMACS or Bridge GM</a>)</p> <p>Pupils know the different pathways available to them</p> <p>Records of pupil encounters with different training providers</p>	<p><b>Compliance:</b> 80%</p> <p><b>Strengths:</b> The majority of students and parents are encouraged to use career path and LMI to inform study and career decisions.</p> <p><b>Weaknesses:</b> Ensuring all students use</p>	<p><b>Information Dissemination:</b> Increase efforts to disseminate career and LMI through workshops, online platforms like Xello, and regular updates on the school website.</p> <p><b>Parental Engagement:</b> Develop strategies to</p>

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	<p><i>Xello does have a section to write a CV etc</i></p> <p>Publish LMI sheets on school website.</p>	<ul style="list-style-type: none"> <li>• What are the typical working hours for this job?</li> <li>• What percentage of men and women work in this job or industry?</li> <li>• Where can this job or industry take them in the future?</li> <li>• Where are these jobs located around the country?</li> <li>• How many of these jobs will there be in the future?</li> </ul> <p>What are the local employers in my area?</p> <p>Pupils at each phase have been exposed to encounters with training providers</p> <ul style="list-style-type: none"> <li>• Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend</li> <li>• Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend</li> <li>• Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend</li> </ul>			up-to-date LMI is still in progress.	encourage greater parental engagement with career information, such as dedicated sessions during parents' evenings or targeted communications.

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<p>3. <a href="#">Addressing the needs of each student</a></p>	<p>Individual Appointments for Personal Careers Guidance for Year 11 with 'Our Futures', followed by Year 10. Work Experience for Year 10 and 12. 'Our Futures' will run Practice interviews for Year 10. 'Our Futures' will be running an Enterprise Challenge for Year 10 students. 'Princes Trust' will be running a Year 9 Enterprise challenge.</p>	<p>Each student, over the course of their schooling, will be provided with opportunities tailored to themselves. This will include;</p> <ul style="list-style-type: none"> <li>• Access to a planned programme relevant to their year group</li> <li>• Access to a qualified impartial and independent careers adviser for personalised advice and guidance</li> <li>• Recognise their likes, dislikes, influences, strengths, skills and preferences in relation to career decisions.</li> <li>• Have information about the world of work and how the labour market is changing</li> <li>• Be given information about further and higher education, training and apprenticeships and employment routes</li> <li>• Take part in activities which challenge stereotyping and raise your aspirations</li> <li>• Develop skills and qualities to improve your</li> </ul>		<p>Year 11 pupils report positive experiences All year 10 pupils have meaningful work experience</p> <p><a href="#">All pupils at each transition stage have had encounters with different training providers.</a> <a href="#">Year 9 have guidance to support option choices</a></p> <p><a href="#">Pupil records, kept in Compass+ shows all pupils have had IAG</a></p> <p><a href="#">All pupils know the different pathways available to them</a></p> <ul style="list-style-type: none"> <li>• A-levels</li> <li>• University</li> <li>• Apprenticeships including Degree apprenticeships, Level 2 and Level 3 or traineeship</li> <li>• T-Levels</li> </ul> <p><a href="#">Pathways from 16+ - Talking Futures</a> <a href="#">Pathways from 18+ - Talking Futures</a></p>	<p><b>Compliance:</b> 100%</p> <p><b>Strengths:</b> The careers programme is tailored to the needs of each pupil, challenges stereotypical thinking, and keeps systematic records of pupils' experiences and destinations.</p> <p><b>Weaknesses:</b> None noted in the current evaluation.</p>	<p><b>Sustain and Enhance:</b> Continue to provide personalised advice and support, maintaining accurate records and ensuring equality and diversity considerations throughout the programme.</p> <p><b>Data Utilisation:</b> Use data on pupil destinations to continuously review and improve careers provision.</p>



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		<p>employability develop enterprise skills</p> <ul style="list-style-type: none"> <li>• Be well prepared for different transitions</li> <li>• Help to develop financial capability skills</li> <li>• Develop and strengthen your personal presentation skills for selection processes</li> <li>• Signposting to relevant up-to-date and impartial sources of careers information and advice</li> <li>• Not have limitations imposed on your aspirations based upon your social, economic or ethnic background.</li> </ul>				
<p>4. <a href="#">Linking curriculum learning to careers</a></p>	<p>All HODs to mark in Schemes of Work where Careers are taught as part of their curriculum. TFO to audit. Years 8 and 9 Employability workshops – virtual skills, linked to STEM</p> <p>The overall aim</p> <ul style="list-style-type: none"> <li>• Providing career learning as a topic</li> </ul>	<p>TFO has begun the process of reviewing and auditing careers within the curriculum. Departments are focusing on three core areas that their curriculum can support; careers, employability skills and enterprise. Departments are tailoring curriculum offerings in order to ensure the below are supported within lessons.</p> <p><b>Developing yourself through careers, employability and enterprise education</b></p>		<p>Departmental schemes of work identify where this is being done</p> <p>Pupil voice indicates that they have a greater awareness of how their learning links to the world of work</p> <p><a href="#">HOME   MYPATH Careers Resources (mypathcareersuk.com)</a></p>	<p><b>Compliance:</b> 100%</p> <p><b>Strengths:</b> Career learning is effectively integrated into English, Maths, Science, and PSHE lessons.</p> <p><b>Weaknesses:</b> None noted in the current evaluation.</p>	<p><b>Curriculum Integration:</b> Maintain and enhance the integration of career learning into core subjects. Audit and review the curriculum to identify further opportunities for embedding careers education.</p>

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	<p>in its own right: in this approach careers content is delivered as a discrete curriculum through collapsed days.</p> <ul style="list-style-type: none"> <li>Incorporating career learning within other subjects: In this approach careers content is delivered through subjects, e.g. personal financial planning skills taught in maths, self-presentation skills taught in English.</li> <li>Organising career learning through co-curriculum activities (e.g. enrichment activities strongly connected to the formal curriculum: In this approach careers content is delivered through informal and voluntary learning activities which have a</li> </ul>	<ol style="list-style-type: none"> <li>Self-awareness</li> <li>Self-determination</li> <li>Self-improvement as a learner</li> </ol> <p><b>Learning about careers and the world of work</b></p> <ol style="list-style-type: none"> <li>Exploring careers and career development</li> <li>Investigating work and working life</li> <li>Understanding business and industry</li> <li>Investigating jobs and labour market information (LMI)</li> <li>Valuing equality, diversity and inclusion</li> <li>Learning about safe working practices and environments</li> </ol> <p><b>Developing your career management and employability skills</b></p> <ol style="list-style-type: none"> <li>Making the most of careers information, advice and guidance (CEIAG)</li> <li>Preparing for employability</li> <li>Showing initiative and enterprise</li> <li>Developing personal financial capability</li> <li>Identifying choices and opportunities</li> <li>Planning and deciding</li> <li>Handling applications and interviews</li> </ol>				<p><b>Teacher Training:</b> Provide ongoing training for teachers to help them incorporate career learning into their lessons.</p>

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	<p>strong connection to the curriculum e.g. STEM clubs to build on student's interest in science, technology, engineering and maths.</p>	<p>17. Managing changes and transitions</p> <p>This will be collated and discussed at SLT and filtered down to HoD level.</p> <p>Embedding careers in learning. E.g. a lesson in geography <u>on sustainability</u> <u>SUSTAINABILITY CONSULTANT</u> starter/plenary</p>				
<p>5. <a href="#">Encounters with employers and employees</a></p>	<p>'Our Futures' .... Careers Fair for all students Speakers in assembly for all students (Lower School /Upper School) (AB will have contacts) Yr 10 work experience</p>	<p>TFO and AB (supported by SLT) have begun the process of engaging with employers. By the end of the academic year, we aim;</p> <ul style="list-style-type: none"> <li>• For all of our pupils participate in at least one meaningful encounter with an employer each year, where they learn about what work is like and what it takes to be successful in the workplace.</li> <li>• Year 10 converse with and receive valuable feedback from employers as part of their mock interview experience, held during the spring term.</li> <li>• All students can learn from employers during their</li> </ul>		<p>All pupils have had a meaningful encounter- the opportunity to speak with an employee in the work place</p>	<p><b>Compliance:</b> 100%</p> <p><b>Strengths:</b> All students have at least one meaningful encounter with an employer each year.</p> <p><b>Weaknesses:</b> Ensure KS3 have better access to stronger employer opportunities</p>	<p><b>Expand Opportunities:</b> Continue to provide multiple employer encounters each year, potentially increasing the variety and scope of these encounters.</p> <p><b>Feedback Mechanism:</b> Implement a feedback mechanism to evaluate the impact of these encounters on students' career understanding and readiness.</p>

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		<p>networking time at our annual careers fair.</p> <ul style="list-style-type: none"> <li>• Y10 can hold meaningful and personalised careers encounters with specifically selected employers who represent careers they are interested in as part of work experience</li> </ul>				
<p>6. <a href="#">Experiences of workplaces</a></p>	<p>Work Experience for Year 10 and 12 Practice interviews run by 'Our Futures'</p>	<p>As part of our careers provision, we are keen to work with employers to support our students in preparation for future careers and employment.</p> <p>With the help of employers, we aim to offer our students meaningful encounters through;</p> <ul style="list-style-type: none"> <li>• Offering talks to students interested in a particular sector or area of industry</li> <li>• Delivering an assembly to students on a particular sector or area of industry to inform students about the world of work</li> <li>• Offering interview experience</li> <li>• Offering work experience</li> <li>• Linking with a relevant Head of Subject in school</li> </ul>		<p>All pupils have had experience of the workplace, as evidenced on Compass+ records</p>	<p><b>Compliance:</b> 100%</p> <p><b>Strengths:</b> Students gain workplace experience by the end of Year 11 and further experiences by the end of Year 13.</p> <p><b>Weaknesses:</b> None noted in the current evaluation.</p>	<p><b>Workplace Experiences:</b> Maintain and expand the opportunities for students to experience workplaces, ensuring these experiences are meaningful and relevant.</p> <p><b>Employer Partnerships:</b> Strengthen relationships with a variety of employers to provide a diverse range of workplace experiences.</p>

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		<p>and allowing visits to the workplace for a class, where it links with a topic being studied, or coming in to speak to a class to bring real world context to a particular topic</p> <ul style="list-style-type: none"> <li>• Helping to build our students' knowledge of employability skills and the workplace</li> </ul> <p>We also aim to create and build sustainable relationships with large and small employers to help with plan mentoring, careers talks, mock interviews, enterprise competitions and workplace visits.</p>				
<p>7. <a href="#">Encounters with further and higher education</a></p>	<p>UCAS evening Careers Fair CHR – Academic lead goes into all form groups starting with Year 11/12..by the end of the year he will have been to all classes to talk about aspirations and how they can reach their goals.</p>	<p>ES holds a UCAS evening usually in February of Year 12 to outline the UCAS process. Universities are invited into school to speak to students and parents during that event. This includes how to choose an appropriate course, how to choose an appropriate university, student finance and degree apprenticeships. ES then runs a trip to the UCAS Higher Exhibition Fair in Feb/March when students get to meets over 100 different higher education providers.</p>		<p>Students in the sixth form report confidence in the advice they are being given</p> <p><b>NEEDS TO HAPPEN AT KS4 TOO</b></p>	<p><b>Compliance:</b> 87%</p> <p><b>Strengths:</b> Students have meaningful encounters with sixth form colleges, further education colleges, higher education providers, and apprenticeship providers.</p>	<p><b>Diversify Partnerships:</b> Establish new partnerships with a wider range of further and higher education institutions, including independent training providers and technical colleges.</p> <p><b>Early Exposure:</b> Integrate more</p>

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		<p>Year 10/11 encounters with further/high education OTHER 6<sup>th</sup> form/FE, other training providers etc</p> <p>For post 16, alternatives to university and at least 2 university experiences</p>			<p><b>Weaknesses:</b> Need to ensure encounters with independent training providers and increase the number of university visits.</p>	<p>educational visits and encounters into the Key Stage 3 curriculum to inspire and inform students from a younger age.</p>
<p>8. <a href="#">Personal guidance</a></p>	<p>Year 11 External Advisor Years 7-13 CHR Year 9 – Options/Careers BAS</p>	<p>Career conversations are an ongoing part of a student’s school experience and personal guidance is an integrated part of the overall careers programme. The school offers personalised support tailored to students’ needs and abilities. The advice is impartial and always in the best interests of the young person. It has an observable impact on their career and progression.</p> <p>Every student in Year 11 will be given an appointment with our appointed careers advisor. Here an action plan will be individually created off the basis of a discussion including, but not limited to, the points below; <i>Pupils can complete own plan in Xello</i></p>		<p>Year 9s more confident in choosing options <i>Reduction of NEETS due to quality guidance.</i></p> <p><i>At each transition phase all pupils know the different pathways</i></p>	<p><b>Compliance:</b> 100%</p> <p><b>Strengths:</b> Every student has opportunities for guidance interviews with a career adviser.</p> <p><b>Weaknesses:</b> None noted in the current evaluation.</p>	<p><b>Sustain Provision:</b> Continue to provide high-quality personal guidance for all students, ensuring advisers are appropriately trained.</p> <p><b>Feedback and Improvement:</b> Regularly gather feedback from students on the guidance received to make continuous improvements.</p>

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		<ul style="list-style-type: none"> <li>• Listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims</li> <li>• Helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests</li> <li>• Challenging pre-existing assumptions about what they are capable of</li> <li>• Demystifying learning and labour market systems and helping students understand progression pathways</li> <li>• Developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them</li> <li>• Building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards</li> <li>• Referring students to other agencies that can support them</li> </ul>				

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		<ul style="list-style-type: none"> <li>Ensuring pupils know all pathways open to them.</li> </ul>				

### Beyond Gatsby

**Current Strategy:** The Greater Manchester region is focusing on developing interpersonal skills and going beyond the Gatsby Benchmarks.

#### Implications for 2024-2025

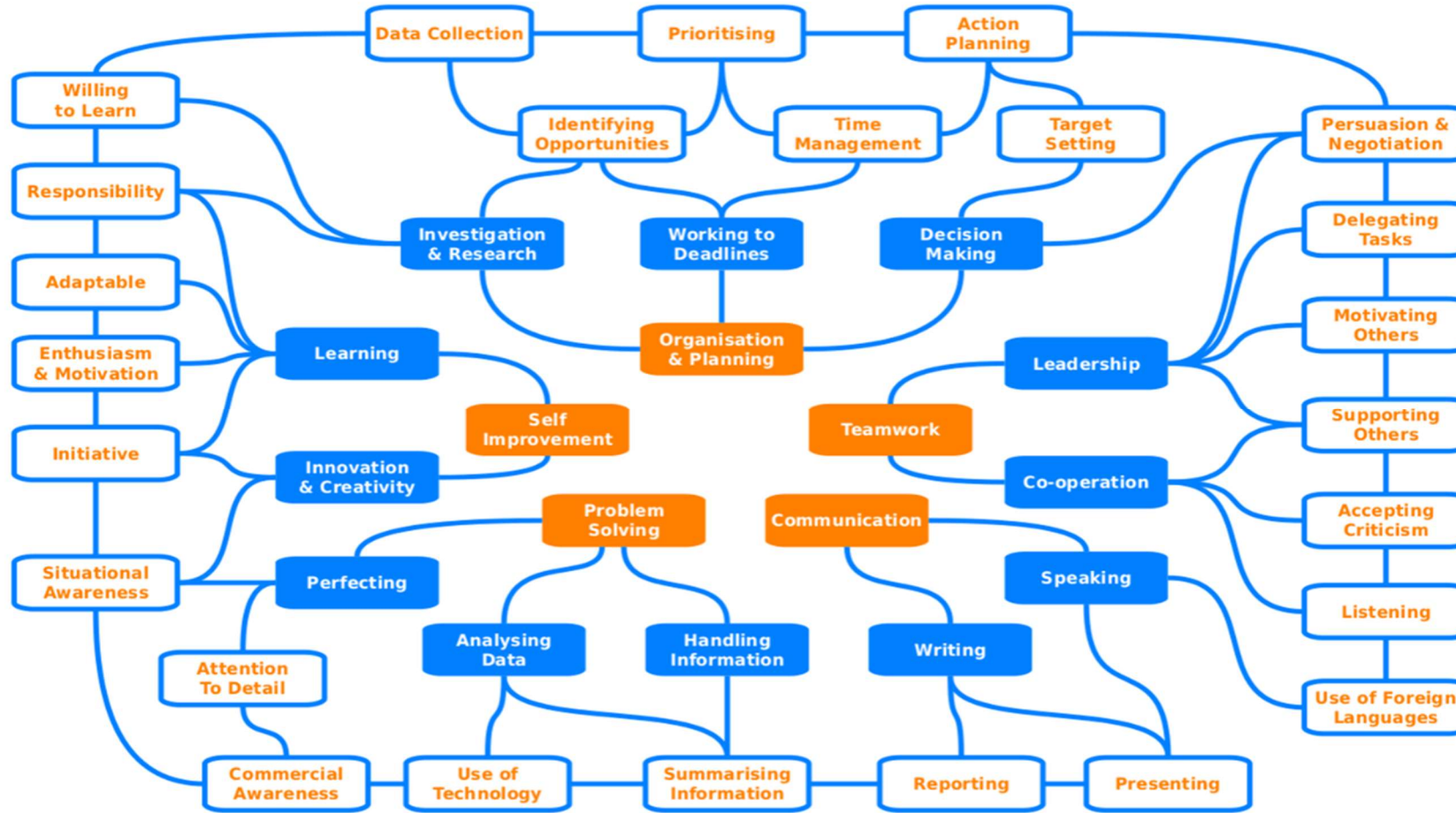
- Skills to Develop:**
  - Willing to Learn:** Promote lifelong learning and adaptability.
  - Responsibility:** Encourage students to take ownership of their career paths.
  - Adaptability:** Prepare students for a rapidly changing job market.
  - Enthusiasm & Motivation:** Foster a positive attitude towards career development.
  - Initiative:** Encourage proactive career planning and exploration.
  - Situational Awareness:** Develop students' ability to understand and respond to different career contexts.
  - Commercial Awareness:** Enhance understanding of business and industry trends.
  - Attention to Detail:** Foster precision in career planning and applications.
  - Persuasion & Negotiation:** Develop these crucial skills for job interviews and career advancement.
  - Delegating Tasks, Motivating Others, Supporting Others:** Encourage leadership and teamwork skills.

#### Actions:

- Workshops and Extracurricular Activities:** Organise workshops focused on these skills and encourage participation in relevant extracurricular activities.
- Best Practice Sharing:** Share successful strategies and resources with other schools in the region.
- Continuous Improvement:** Use feedback from regional initiatives to continuously improve the careers programme. Integrate the Future Skills Questionnaire (FSQ) into the Careers in the Curriculum week to gather valuable data on student perceptions and skills.



Our model for mapping beyond Gatsby



## **Gatsby Benchmark 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, parents, teachers and employers.

### **What good looks like**

An embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.

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 is published on the school's website in a way that enables students, parents, school staff and employers to access and understand it.

The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process.

Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points

## **Gatsby Benchmark 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.

### **What good looks like**

Every student 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 the best use of available information.

By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.

During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about 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.

## **Gatsby Benchmark 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 and diversity considerations throughout.

### **What good looks like**

Young people 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 or college's careers programme should embed equality and diversity considerations throughout.

A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.

The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school or college's careers provision and inform development and continuous improvement.

Colleges should collect and maintain accurate data for each student on their education, training or employment destinations. This data should be used to review a school or college's careers provision and inform development and continuous improvement.

#### **Gatsby Benchmark 4**

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

##### **What good looks like**

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

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.

Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

#### **Gatsby Benchmark 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.

##### **What good looks like**

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, and should include students' own part time employment where it exists

Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.

Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.

Colleges should record and take account of students' own part time employment and the influence this has had on their development.

\*A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.

### **Gatsby Benchmark 6**

Experiences of workplace

Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities and expand their networks.

#### **What good looks like**

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, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.

### **Gatsby Benchmark 7**

Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.

#### **What good looks like**

By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.

By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.

### **Gatsby Benchmark 8**

Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.

\* The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this register.