

What good looks like

Gatsby Benchmarks



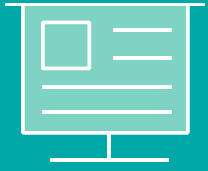


Benchmark 1

What good looks like

Academic Year includes:

- 1** | Website with information for students, parents and staff including statutory guidance
- 2** | Resources allocated to careers – including access to funded training for Careers Leader
- 3** | Clear careers programme/ Year plan written down and shared with progressive learning outcomes at each key stage
- 4** | Careers policy approved by SLT and governors
- 5** | Regular evaluation of interventions from teachers, students, employers, parents
- 6** | Careers Lead with support of SLT
- 7** | Strategic careers plan developed alongside Enterprise Adviser and supported by SLT and Governors and shared with all stakeholders

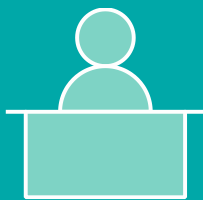


Benchmark 2

What good looks like

Academic Year includes:

- 1** | Experiences of the workplace and employer encounters linked to LMI
- 2** | Monitor destination data of students to inform programme and strategic career plan development
- 3** | Displays in corridors and classrooms, information on website
- 4** | Students supported to access and understand objective and up to date LMI to inform decision making
- 5** | Mock interviews and CV building to gain employability skills
- 6** | LMI is shared, understood and used objectively by teaching staff and parents
- 7** | LMI and career related learning as part of discrete lessons such as PSHE to include financial planning and research skills
- 8** | LMI – Curriculum teachers highlighting jobs in their subject areas based on LMI information
- 9** | A range of education and training providers to access pupils in Year 8-13 to inform them about approved technical education qualifications or apprenticeships.

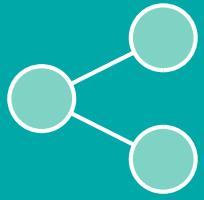


Benchmark 3

What good looks like

Academic Year includes:

- 1** | Systematic individual tracking of students careers activities
- 2** | Destinations tracked for 3 years and data evaluated to inform future provision
- 3** | Established and active Alumni to support tracking destinations and raising aspirations
- 4** | Effective relationship with LA to support destination tracking and vulnerable students
- 5** | Activities to support challenging stereotypes
- 6** | Activities to support raising aspirations
- 7** | Identify and track vulnerable groups within career programme and related strategic career plan to ensure tailored support.
- 8** | Compass+ and programmes to support students to record and track own learning



Benchmark 4

What good looks like

Academic Year includes:

- 1** | Purposeful co-curricular activities – external programmes, projects, challenges drop down days, etc.
- 2** | Strategic commitment and priorities from SLT to support whole school cultural change
- 3** | Displays in corridors and classrooms referred to in lessons
- 4** | Employer visits/speakers as part of curriculum learning (one per term minimum)
- 5** | Organising career learning through extracurricular activities – e.g. STEM clubs. Voluntary work, etc. – tracked and mapped into careers programme
- 6** | Regular student self-assessment of activities
- 7** | Providing career learning as a subject in its own right through: dedicated sessions on careers/LIFE/PSHE
- 8** | Curriculum bringing subject lessons ‘to life’ – careers clearly identified in each subjects scheme of work (once per term minimum), with subject teachers understanding the intended career learning outcomes

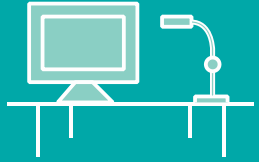


Benchmark 5

What good looks like

Academic Year includes:

- 1** | Encounters with employers linking curriculum learning in lessons
- 2** | Effective use of alumni through employer encounters to raise aspiration and celebrate success
- 3** | Opportunities for challenges, projects and masterclasses with employers
- 4** | Clear plan to support encounters as a whole school/college approach
- 5** | Planning and evaluation of all encounters to support future provision
- 6** | Teacher CPD programme in place to support building of employer relationships – may include attendance at employer groups in local area, specific sector links
- 7** | Matched to an active and effective EA
- 8** | Identify opportunities to engage parents in employer encounters
- 9** | Have a clear 'ask' of employers and ensure there is proper preparation and debrief for participants linked to meaningful encounters checklist



Benchmark 6

What good looks like

Academic Year includes:

- 1** | Pre and post work around experiences to cement learning and links to wider programme
- 2** | Meaningful experience of work – planned and evaluated
- 3** | Structured opportunities to reflect on their activities is the difference between ‘having an experience’ and ‘learning experientially’
- 4** | Work shadowing opportunity with specific outcomes and learning aims
- 5** | Meaningful visits linked to option choices which include planning and evaluation
- 6** | Employability days to develop skills and knowledge including visits
- 7** | Meaningful individual placement in area of choice linked to future aspirations (internships, cadetships, etc.)



Benchmark 7

What good looks like

Academic Year includes:

- 1** | Encounters with universities to support understanding with clearly defined and progressive learning aims, outcomes & outputs
- 2** | A progressive approach to Benchmark 7, starting from transition from KS2/3
- 3** | Several meaningful encounters and experiences with FE providers with clearly defined and progressive learning aims, outcomes and outputs
- 4** | Meaningful encounters and experiences with apprenticeship providers
- 5** | Staff and parental engagement activities to support understanding of all options
- 6** | Information on all pathway options at transition time from KS3
- 7** | Effective use of alumni through Benchmark 7 to raise aspiration and celebrate success
- 8** | Statutory: every school must ensure there is opportunity for a range of education and training providers to access pupils in Year 8-13 to inform them about approved technical education qualifications or apprenticeships



Benchmark 8

What good looks like

Academic Year includes:

- 1** | Every school must ensure that pupils are provided with independent careers guidance from Year 8-13
- 2** | Ensure you have a sustainable approach to funding careers personal guidance and a clear ongoing accountability for management and review
- 3** | Action plan regularly evaluated to support progression
- 4** | Support around own skills and abilities and potential career pathways
- 5** | Staff and parental engagement activities to support understanding of all options
- 6** | Access to records around interview
- 7** | Parental engagement in action plan and interviews to support next steps
- 8** | Group sessions with an impartial, qualified careers adviser from KS3 around career progression
- 9** | Choose Careers Advisers who hold a level 6 or higher careers qualification, such as the Qualification in Careers Development (QCD) or equivalent, or the work-based Diploma in Careers Guidance and Development, who subscribe to the CDI Code of Ethics and have a valid DBS check.