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

<table>
<thead>
<tr>
<th>Academic Year includes:</th>
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<tbody>
<tr>
<td>1. Experiences of the workplace and employer encounters linked to LMI</td>
<td>4. Students supported to access and understand objective and up to date LMI to inform decision making</td>
<td>7. LMI and career related learning as part of discrete lessons such as PSHE to include financial planning and research skills</td>
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<tr>
<td>2. Monitor destination data of students to inform programme and strategic career plan development</td>
<td>5. Mock interviews and CV building to gain employability skills</td>
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<td>8. LMI – Curriculum teachers highlighting jobs in their subject areas based on LMI information</td>
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<tr>
<td>3. Displays in corridors and classrooms, information on website</td>
<td>6. LMI is shared, understood and used objectively by teaching staff and parents</td>
<td></td>
<td>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.</td>
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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
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
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.