**Gatsby Benchmarks’**

The nationally recognised ‘Gatsby benchmarks’ of careers education are used by the school as a basis for setting our careers and employability strategy. Expected key performance indicators (KPIs) are provided below for each key stage; the expectation is that the careers provision should have enabled students to achieve these by the end of each key stage.

This is based on the premise that every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and governors (Gatsby benchmark 1).

| **Gatsby Benchmarks (2-7)** | **Detail** | **Lower School (KS3)** | **Upper School (KS4)** |
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|  |  | KPIs | KPIs |
| **2. Learning from career and labour market information** | 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. | Describe how the world of work is changing and be able to identify the skills that promote employability | Be aware of what job and labour market information (LMI) is and how it can help inform future career plans. Be able to access relevant information and make critical use of a range of sources to explain how careers are changing |
| 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. | Ensure access to  a progressive careers programme ensuring guidance is tailored so pupils are able to make timely, informed decisions about their option plans.  Undertake a realistic self assessment of their qualities, aptitudes and abilities and identify areas for development. Build self confidence and develop a positive self image.  Show an understanding of the importance of personal budgeting and money management. | Ensure access to  a progressive careers programme ensuring guidance is tailored so pupils are able to make timely, informed decisions available to them after Year 11.  Know the attributes, skills and knowledge they should possess to ensure they have the employability skills to enable them to be effective in the workplace and of benefit to their employer and the wider economy.  Show an understanding of wages, taxes, credit, debt and financial risk. |
| 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 future career paths. | Ensure pupils are aware of the value of English and maths, the diversity of science and technology, engineering and mathematics (STEM) careers. Pupils are aware of the opportunities afforded by prestigious universities for pupils from all backgrounds and the potential for apprenticeships to offer a high-calibre route into employment. | Pupils learn about careers and the world of work and are able to match their skills, interests, learning styles and values to requirements and realistic opportunities in learning and work.  Pupils are able to plan their post-16 subject choices to enable them to acheive their career aspirations. They are clear about the links between post-16 options and further study/careers. |
| 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. | All pupils will have had the opportunity to attend the biennial careers fair, attending talks from universities, apprenticeship providers, employers and companies offering school leaver schemes. Students are given the opportunity to explore career ideas through face-to-face discussions with a range of people including role models and inspiring individuals and alumni from universities and colleges.  Pupils will have the opportunity to increase their awareness of 'new careers', for example those in the field of computer science/programming. | All pupils will have had the opportunity to attend career insight events on a weekly basis showcasing a wide range of careers and delivered by local employers and specialists in a particular field. In turn inspiring them to think more broadly and ambitiously about future education and career options though sustained and varied contacts with a range of employers, careers advisers, coaches, alumni and other high achieving individuals. |
| 6. Experiences of workplaces | Every pupil should have first hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks |  | All Year 10 pupils will have spent one week in the workplace to help raise aspirations, and give students an experience of the world of work. They will have had the opportunity to demonstrate and develop their own employability skills. |
| 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. | All pupils will be aware of the learning pathways available to them and impartial guidance given on career progressions routes. | All pupils will have had the opportunity to attend the biennial careers fair, attending talks from universities, further education establishments, apprenticeship providers, employers and companies offering apprenticeships and school leaver schemes.  All pupils will have the opportunity to gain insights into professional leadership roles as part of the Year 11 Leadership Day. All students progressing to the Sixth Form will engage with at least one HE presentation and one apprenticeship presentation delivered by external institutions on their pre-induction day. |
| 8. Personal Guidance | Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided 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. | Careers Adviser is available for 1:1 interviews and in group discussions at key transition stages.  Drop in sessions at break and lunchtimes | All Year 11 students will meet with the Careers Adviser for a 1:1 guidance interview to discuss career plans for year 11. This includes higher education, further education, moving to another L3 provider, schoolleaver schemes and apprenticeship advice (advanced and higher) |