

<u>Gatsby Benchmark</u>		<u>Overview</u>	<u>Activity</u>	<u>Target Year</u>	<u>Lead</u>
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, governors and employers.	Published careers programme on website Link to enrichment entitlement and PHSE programmes Promote importance of careers education Undertake feedback from stakeholders	7-11 7-11 7-11 7-11	AR/Careers AR/Careers AR/Careers Careers
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 advisor to make the best use of available information.	Broadening Horizons Assembly Intro to Career Pilot website lesson Careers Pilot Pre 16 Skills Map Online resources and social media posts Lunchtime drop in times Careers Day Ask Assembly Barbican Theatre Co	8 9 10 7-11 7-11 7/8 10 10	BTC Careers Next Steps/Careers Job Centre Careers/Marketing AR/Careers Careers Careers
3	Addressing the needs of each pupil	Pupils have different careers 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.	FE Transition Support Careers record keeping Code/Create/Collaborate Computing	11 7-11 10	EHW/SEN/VP/Careers Careers Careers
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject leaders should highlight the relevance of STEM subjects for a wide range of career paths.	Challenge for Women/Construction & Engineering STEM EDF days STEM EDF assembly STEM SmallPiece Trust KS4 Options assembly Options booklet Big Bang Show CV writing	9 8 9 9/10 9 9 8/9 10	BTC/Careers DT DT DT AR HODs/Careers DT BW College
5	Encounters	Every pupil should have multiple	Apprenticeship Show	10	Careers

	with employers and employees	opportunities to learn from employers about work, employment and the skills that are valued in the work place. This can be through a range of enrichment activities including speakers, mentoring and enterprise schemes.	Other careers fairs (general/specific) Mock interviews Lunchtime careers and skills workshops and presentations Mentors – employers Big Bang Show Careers Day A Level Assembly	9/11 10 9-11 10-11 8/9 7/8 10	Careers Careers Careers HODs/PW/SH/Careers Careers Careers BW College
6	Experiences of workplaces	Every pupil should have first-hand experience of the work place through visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	Securing a work placement assembly Preparing for work experience assembly Work Experience Week Industry Visits	10 10 10 9	Careers Careers HODs/Careers Careers
7	Encounters with FE and HE	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 the workplace.	FE Pathways assembly All About Apprenticeships assembly College Life assembly BTC Taster events RHC Experience day Theatre performance post 18 options Theatre follow up sessions Publicise Open Events at local colleges Visits to universities Local college assemblies Local providers attending Parents Evenings	9 10 10 11 11 10 10 10-11 10 11 9-11	RHC ASK RHC Careers Careers Next Steps/Careers Next Steps/Careers Careers Next Steps/ Careers Careers Careers
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a career advisor. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs.	One 2 One Career Guidance Career Interviews Ad hoc support/discussions	11 9/10 9-11	Next Steps Employers and Colleges HODs/Careers