

Gatsby Benchmark Assessment

Benchmark	Benchmark Requirement	PROGRESS (Red, Amber, Green)	PRIORITY (1, 2, 3) 1 is highest priority	Adaptations needed for primary?	General notes
1 - A stable careers programme Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.	Your whole school careers programme:	Is written down?			We can create a strategy and overview. At secondary we have a policy too, maybe something could be incorporated into other documentation? <i>Yes, good idea.</i> Could it be possible to have a mention on your website somewhere once it's formalised? <i>Definitely, please.</i> Is there someone who will lead on it within the school? <i>Tracy Othen is leading it atm.</i> Evaluations adapted for primary.
		Is approved by the board of governors?			
		Has the explicit backing of senior leadership?			
		Has resources allocated to it?			
		Has systematic monitoring in place?			
		Has both strategic and operational elements?			
	Is on the school's website with information aimed at:	Students			
		Teachers			
		Employers			
	Is evaluated for effectiveness at least every 3 years	Parents / carers			
		Students			
		Teachers			
Employers					
Is evaluated using systemic feedback from :	Parents / Carers				
Has an identified lead individual with strategic responsibility for overseeing the programme					
2 - Learning from career & labour market information 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 best use of available information.	Your school ensures the majority of students have used up-to-date career and labour market information to help inform study/career decisions.			This is perhaps something that could fall within PSHE or geography topic. Involves looking at jobs, local employers, salaries, which jobs / sectors are predicted to grow. I have lots of information on this. <i>Yes, good idea.</i>	
	Your school encourages parents and carers to use career path and labour market information to aid the support given to their children.				
3 - Addressing the needs of each pupil Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	Your school provides a career programme that :			Challenging stereotypes one starting point? (might be something you are already doing). Keeping records Priority not meeting yet! Aspirations can be incorporated into transition as well as other activities. You don't need to worry about working with local authority. <i>Yes, I agree with this - a good place to start.</i>	
	- raises aspirations of all students.				
	- challenges stereotypical thinking (in terms of gender etc.)				
	- keeps systematic records on each pupils' experience of career and enterprise activity.				
	- enables pupils to access accurate records about their careers and enterprise				
	- collects and maintains accurate data for each pupil and their destination for 3 years after they leave school.	N/A			
- Shares above mentioned data with the local authority.	N/A				
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	By the time they leave school, have the overwhelming majority of students experienced curriculum learning that highlights the relevance of their subject to future career paths			I think STEM would be a good area of focus here too - seems to be a theme coming through from research I've done	
	- English lessons				
	- Maths lessons				
	- Science lessons				
	- PSHE lessons				
5 - Employer Encounters 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 activities including visiting speakers, mentoring and enterprise schemes.	All the overwhelming majority of pupils have had a meaningful experience with an employer/employee in each year group by the end of Year 11.			Always good to get employers in. I can help lots with that. Meaningful experience is a 'two-way' encounter where pupils can ask questions. One way pre-recorded videos don't count. <i>We have run careers weeks with employers so have made a start here.</i>	
6 - Workplace Experiences Every student should have first-hand experience of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities, and expand their networks.	All/overwhelming proportion of students have had an experience of a workplace by the end of Year 11			This is work experience for primary. Perhaps workplace visits would be a good adaptation of this? <i>Yes, we could look at this. Stated work place visit-want to include more. Pupil jobs are a primary way of doing this-Job adverts and Job descriptions</i>	
7 - Encounters with further and higher education Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.	By the time they leave school, all the overwhelming majority of pupils :			My primary research has shown that some schools have talks on vocational pathways as well as apprenticeships for KS2. Interestingly, the entry questionnaire I did for Y7 at Priory shows that nearly all want to study A Levels when they leave suggesting they know little about other options in Y7. Decisions about going to uni often started in primary school, especially those whose parents have never been	
	- Have a meaningful encounter with Sixth Form Colleges.	N/A			
	- Have been provided with information about the full range of apprenticeships, including higher level apprenticeships.				
	- Have had a meaningful encounter with Further Education Colleges.				
	- Have had a meaningful encounter with independent Training Providers.				
8 - Personal guidance Every student should have opportunities for guidance interviews with a career adviser, who could be internal/external - with a recommendation that they are trained to an appropriate Level 6 JAG ideally. These should be available 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	All the overwhelming majority of pupils have had an interview with a professional and impartial careers advisor by the end of Year 11.	N/A		Difficult one for primary, we have a careers advisor that does this. Perhaps some group sessions might work? <i>Yes, let's chat more, agree it is a difficult one.</i>	