

Gatsby Benchmarks

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OFFICER**



The 8 Gatsby Benchmarks are:

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

1 A Stable Careers Programme

- **Embedded programme of career education is known and understood by students, parents, teachers, governors, employers and other agencies.**
- **Has the backing of the senior management team and has an identified and appropriately trained person responsible for it.**
- **The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it.**
- **The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process.**
- **Providers of higher education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points**

2 Learning From Career and Labour Market Information

- By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.
- During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

2 Learning From Career and Labour Market Information - What We Do!

- **Virtual Insight Events**
- **Rise - Talent Foundry**
- **Barclays LifeSkills**
- **Pathways WEX Opportunities**
- **S4S WEX Opportunities**
- **Young Professionals**
- **London Job Show**
- **UCAS Events**
- **Apprenticeship Fairs**
- **Monthly LMI - LEAN**

3 Addressing The Needs Of Each Pupil

- **A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.**
- **Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.**
- **The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.**
- **Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.**

3 Addressing The Needs Of Each Pupil - What We Do!

- **Opportunities are open to all students without barriers to allow them to complement and develop their skills**
- **All students have a Grofar career passport**
- **Destinations are tracked and updated**

4 Linking Curriculum Learning To Careers

- **By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.**
- **Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.**

4 Linking Curriculum Learning To Careers - What We Do!

- **WEX**
- **LMI**
- **Army**
- **AED Y12**
- **Core Project Y10**
- **Summer Schools**
- **Webinars**
- **Barclays LifeSkills**
- **Starchaser**

5 Encounters With Employers And Employees

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.
- Every year, alongside their study programme, students should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
- Schools should record and take account of students' own part time employment and the influence this has had on their development.

5 Encounters With Employers And Employees - What We Do!

- National Apprentice Show
- University and Careers Show
- London Job Show
- Young Professionals
- S4S WEX & Insight
- NPL WEX
- Cisco Female WEX
- Spark Mentoring
- Speed Networking
- Army
- Student Alumni
- Chambers of Commerce
- AED
- HIYOS
- Construction Consortium
- Chris Morgan ZS
- Russell Finex
- Barclays LifeSkills
- HMPS Careers
- Property Careers
- The City of London Police Careers
- Rise Talent Foundry
- Track to the Future
- M&G Skills for Life
- SEGRO
- Google
- Dell Technology
- Spaceport
- Danny Reed
- BP

6 Experiences of Workplaces

- **By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.**
- **By the age of 18, or before the end of their study programme, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have**

6 Experiences of Workplaces - What We Do!

- **HSBC Summer WEX**
- **Nuffield Summer School**
- **Apprenticeships**
- **YP in person site visits**
- **Sky Insight**
- **Capgemini**
- **Cisco**
- **Russell Finex**
- **Vincent Stokes**
- **SEGRO**
- **HAWK**
- **Barclay's**
- **Google**
- **Primary School outreach**
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7 Encounters With Further And Higher Education

- **By the age of 16, every student should have had a meaningful encounter* with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.**
- **By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.**
- **By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.**

7 Encounters With Further And Higher Education - What We Do!

- **RHUL - Onsite Widening Access Officer**
- **RHUL - Outreach**
- **Brunel - Outreach**
- **Merrist Wood**
- **UCAS Events**
- **Apprenticeship Events**
- **Job Show**
- **Amazing Apprenticeships**
- **Windsor Forest College Group**
- **West Thames College**
- **Alumni**

8 Personal Guidance

Every student 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.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

8 Personal Guidance - What We Do!

- **We work with a number of employers who are happy to give guidance to our students.**
- **We have representative from LEAN**
- **Access to group sessions with an external Careers Advisor**
- **Follow up 1:1 sessions offered**
- **All activities are recorded in Grofar**

Thank You