

# Gatsby Benchmark

## Summary of CEIAG strategy

1. A stable careers programme with a careers leader
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning with careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with Higher Education and Further Education
8. Personal guidance

**Gatsby Benchmark** - our planned programme for CEIAG supports the achievement of the eight Gatsby benchmarks, which we self-assess against once a year:

### **Benchmark 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 students, parents/carers, teachers, Governors and employers.

### **Benchmark 2:** Learning from Career and Labour Market Information

Every student and their parents/carers 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 the best use of available information.

### **Benchmark 3:** Addressing the Needs of Each Student

Students have different career guidance needs at different stages. 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.

### **Benchmark 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 careers paths.

### **Benchmark 5:** Encounters with Employers and Employees

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 a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

### **Benchmark 6:** Experiences of Workplaces

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.

**Benchmark 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.

**Benchmark 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.