

Gatsby Benchmark	Description	Overview at SHSC
1 A STABLE CAREERS PROGRAMME	<p>Every college should have a stable, structured careers programme that has the explicit 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 college’s website in a way that enables learners, parents, college staff and employers to access and understand it. The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.</p>	<p>The careers overview for the school will be published on the school site</p> <p>Once the new web pages have been designed by our marketing team, the plan for the 6th form can be shared on there.</p> <p>EI Produlove to communicate the overview with K.Hampson who will work with the digital marketing team to share on the site.</p> <p>Student voice, parental feedback, teacher feedback after events and also employer feedback should contribute to this benchmark.</p>
2 LEARN FROM LABOUR MARKET INFORMATION	<p>During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options. – Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</p>	<p>TEAL Talk on Labour Market Information/assembly The Employer Led Programme National Careers Week sector posters National Careers Week live vacancy sharing START- Industry Profiles with live vacancy information</p>
3 ADDRESS THE NEEDS OF EACH STUDENT	<p>A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. – Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. – The records of advice given should be integrated with those given at the previous</p>	<p>Engineering- Women Into Manufacturing & Engineering Masterclasses for all students Male and female mentors Male and female alumni example Guidance on a one-to-one basis with Kerry Hampson Collaboration between SENCO and Careers Leads/teams Student destinations to be gathered by the Heads of Sixth Employer talks to raise aspirations</p>

	stage of the learner’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. – All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.	
4 LINKING TO THE CURRICULUM	Throughout their programme of study (and by the end of their course) every learner 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 occupation	Posters in classrooms – Apprenticeships, T Levels, Careers Videos shown during National Careers Week and National Apprenticeship Week Referral to the jobs market within the curriculum Faculty links to industry e.g. BAE, PBS Construction, Inspire Ignite, Hull University School visits and trips Case study examples Employer talks in lessons
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every year, alongside their study programme, learners should participate in at least two meaningful encounters*1 with an employer. At least one encounter should be delivered through their curriculum area. Colleges should record and take account of learners’ own part-time employment and the influence this has had on their development.	Employer visits Employer talks Careers masterclasses Part-time employment record Trips
6 EXPERIENCE IN THE WORKPLACE	By the end of their study programme, every learner should have had at least one	Trips Visits

	experience of a workplace, additional to any part-time jobs they may have.	Work Experience
7 ENCOUNTERS WITH HE AND FE	By the end of their programme of study, every learner should have had a meaningful encounter*2 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 learners.	UCAS Convention UCAS HE Day Talks from The University of Hull Sessions with Newcastle or any other provider The Apprenticeship Preparation Programme The Apprenticeship Fair
8 PERSONAL GUIDANCE	Every learner should have at least one such interview by the end of their study programme BUT this should be one in Y11 and another in Y12	Interview with K.Hampson

The eight Gatsby Benchmarks for good career guidance were developed through a study of schools and colleges in six places – Finland, Germany, Hong Kong, Ireland, The Netherlands and Ontario – where career guidance is known to be good. This study, together with a literature review, a survey of English state schools and a costing exercise, resulted in a set of benchmarks identifying the different dimensions of good career guidance.

Published in 2014, the benchmarks were further tested in a two-year pilot with 13 schools and three FE colleges in North East England from 2015 to 2017. The benchmarks have now been adopted as the organising framework for the Department for Education’s Careers Strategy for Schools