

CAREERS PROGRESS SUMMARY BASED ON GATSBY BENCHMARKS

Benchmark	Jan 19	Dec 19	Nat	Notes	Actions
1 A stable careers programme - Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	35%	70%	6%	Need to have the careers programme available to students, staff, parents & employers (on website). Approved by governors and backed by SLT. Needs to include strategic and operational elements. Evaluated by staff, employers & parents.	<ul style="list-style-type: none"> 1 – Careers plan for each year group that scaffolds up careers advice and experiences. 2 – Share plan with SLT and Governors 3 – Share with parents and students 4 – HOD meeting to introduce success at school resources (subject focused careers booklets) and HODs to build into yearly plan 5 – Resources available on website 6 – Careers plan available on website
2 Learning from career & labour market information - All students and parents should have access to high-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.	40%	80%	32%	Need a period of time to ensure every student can use LMI to inform decisions (KS3 core IT). Sign post parents to where LMI information is available (wordpress site).	<ul style="list-style-type: none"> 1 – Year 9 core IT lessons, students introduced to LMI (part of 6 lesson programme) 2 – Year 10 and 11 need to explore where this can be done (TBC – wellbeing programme?). 3 – information to parents via letter/portal signing posting to LMI information
3 Addressing the needs of each pupil - Students have different career guidance	81%	54%	13%	Use U-explore START interactive (£500) to keep systematic records on each student's	<ul style="list-style-type: none"> 1 – discussion with HODs regarding use of subject specific careers resources to challenge stereotypes and raise aspirations

needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.				experience of career and enterprise activity that students can also access.	2 – promotion of STEM activities to girls, Child Care to boys for nursing etc via assemblies, subject activities, pp, more able programme etc 3 – explore methods to keep systematic records for each students careers advice
4 Linking curriculum learning to careers - All teachers link curriculum learning with careers.	18%	31%	26%	Careers and enterprise education should be part of every student's standard lesson, linking curriculum to real-world career paths. Have a careers focus during National careers week? Audit all staff for past industry experience and encourage staff with industry experience to take an assembly/ed style talk. Staff to take part in industry days where they do a period of work shadowing to update their knowledge. Increased careers focus on Enterprise days.	1 – in STEM subjects ensure future careers paths are embedded into the teaching curriculum (learning walks, appraisal targets, best practice at meetings) 2 – Careers Fair
5 Encounters with employers & employees - Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	25%	25%	38%	One meaningful encounter with an employer every year at school. Invite speakers in to talk to whole year groups. Careers Fair. Ask parents/Alumni to talk in an assembly.	1 – careers fair 2 – During NCW employers are invited in to assemblies for each year group 3- the programme shows opportunities for staff to talk to students about career pathways for a variety of subjects. 4 – training for staff leading options assemblies to focus on subject content and more heavily on career pathways 5 – subject areas to actively invite in industry representatives at least once per year per

					year group to talk to students or lead an activity
6 Experience of workplace - Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities and expand their networks.	25%	25%	37%	Students to experience the work place environment once by year 11, second experience by year 13 (not to include part/time job). Take your son/daughter to work enterprise day. Year 12 work experience week.	
7 Encounters with further and higher education - All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.	95%	66%	13%	Continue to invite HE, Universities, training providers in to talk to students during well-being sessions. KS5 to have two visits to universities (Nov & July Ent day). HEON, START programme, pp conference in year 9 etc	1 – a second visit to be organised by the sixth form to a university 2 – strategic planning has a section to indicate that each student has had a meaningful encounter with a provider
8 Personal Guidance - Every student should have opportunities for guidance interviews with a Careers Adviser, trained to an appropriate level. Every	25%	12%	49%	All students by end of year 11 need to have had at least one interview with a qualified L6 careers adviser. All year 13 should have at least 2 interviews. Either need to employ a part time qualified person or Careers Co-ordinator needs to complete L6 training.	1 – further discussion needed to ensure that each student has a careers interview during KS4

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.

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