

HOW ARE WE MEETING THE GATSBY BENCHMARKS? 2023-24

BENCHMARK 1 - A STABLE CAREERS PROGRAMME

REQUIREMENTS

Every school should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, Governors, and employers.

HOW WE ACHIEVE THIS

- The school has a detailed careers programme from Prep 3 to Upper Sixth
- The programme is approved by the Governing Body.
- The programme has the backing of senior leadership and has appropriate resources allocated to it.
- Systematic monitoring is in place for the tracking and evaluation of the careers programme. The programme is evaluated for effectiveness annually using feedback from students, staff, employers, and parents/carers.
- Individual events are also evaluated to ensure they are meeting the needs of all students.
- The careers programme has both operational and strategic elements.
- The careers programme is published on the school website with specific information for students, parents, employers, and parents/carers.
- The school has a lead individual with strategic responsibility for overseeing the careers programme

BENCHMARK 2 - LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

REQUIREMENTS

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.

HOW WE ACHIEVE THIS

- Students learn from career and labour market information across the careers programme and in PHSE lesson and Laborem
- Sources of careers information and LMI used and promoted in the careers programme are accurate and impartial.
- Students have access to unlimited careers support from the Head of Careers throughout the year to help them understand and navigate careers and LMI information and utilise it to best suit their individual needs.
- Every pupil can access accurate and up-to-date information through links on the school website and via their Google classrooms
- The information resources in the careers library are kept up-to-date and accessible to all students.
- Links to independent careers and LMI information for both students and parents are included on the school careers website.
- Links to independent careers and LMI information are included in student guidance material at key transition points.
- Careers talk programme ensures students can access accurate careers information directly from sector representatives.

BENCHMARK 3 - ADDRESSES THE NEEDS OF EACH PUPIL

REQUIREMENTS	HOW WE ACHIEVE THIS
<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none">• Pupil progress and achievement is accessible to every student and can be monitored by the Head of Careers to ensure engagement.• Students can access unlimited 1-to-1 careers support from the Head of Careers throughout the year, which is tailored to suit their individual needs.• A specialist support programme can be put in place that is bespoke to any student's needs, for example weekly micro-preparation for transition• Systematic records are kept of the individual advice and guidance given to each pupil.• The school collects, maintains, and evaluates destinations data.• The careers programme actively seeks to challenge stereotypical thinking and raise aspirations.• The careers programme has strategic elements to ensure that every pupil can equally access careers education and guidance regardless of background, ability, or additional needs. Strategic monitoring and evaluation is in place to ensure that this is effective.

BENCHMARK 4 - LINKING CURRICULUM LEARNING TO CAREERS

REQUIREMENTS	HOW WE ACHIEVE THIS
<p>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</p>	<ul style="list-style-type: none">• Careers Focus Week, which is held annually, has the focus of linking the curriculum learning with careers – every lesson, in Prep and Senior school has significant elements where the relevance to careers of every subject in school is highlighted,• Careers related trips offered, careers related learning through extra/co-curricular activities takes place, and careers related information is displayed in classrooms and subject areas.• Careers learning is integrated into the PSHE curriculum for every student.• STEM subjects run special events and focus sessions linking the curriculum to careers.• Every curriculum subject has incorporated the embedding of careers into the curriculum into their schemes of work ensuring that this is a continuous process.

BENCHMARK 5 - ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

REQUIREMENTS	HOW WE ACHIEVE THIS
<p>Every pupil 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.</p>	<ul style="list-style-type: none">• Encounters with employers and employees integrated throughout the careers programme for all year groups.• Careers talks engaging employers and employees from a wide range of sectors runs throughout the year. Students can access information about careers and employability skills directly from sector representatives.• Key events in the careers programme are centred around providing meaningful encounters with employers and employees for students e.g. work experience,• Alumni and parents utilised to add value and variety to careers programme.• Subject curriculum and the activities programme both offer multiple opportunities for students to encounter employers and employees from different sectors.• STEM subjects run specialist workshops, focus events, and talks through the year, led by employers and employees from relevant sectors.• External opportunities to engage with employers through work placements, workshops, or enterprise schemes promoted to students through the Careers Google Classrooms

6 - EXPERIENCES OF WORKPLACES

REQUIREMENTS	HOW WE ACHIEVE THIS
<p>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.</p>	<ul style="list-style-type: none">• Fourth Form pupils take part in a week of work experience• Lower Sixth students take part in a week of work experience• Students are prepared for their week of work experience through PSHE and Laborem• Work experience opportunities, both in person and virtual, are highlighted to students in Sixth Form on Google Classroom• BTEC subjects lead trips to the workplace relevant to their subject i.e. Business BTEC to Broome Park

7 - ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	
<p>REQUIREMENTS</p> <p>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.</p>	<p>HOW WE ACHIEVE THIS</p> <ul style="list-style-type: none"> • Encounters with multiple HE, FE, and Apprenticeship providers integrated throughout the key careers programme events for each year group, • Adherence to Provider Access Legislation means that all pupils have at least one encounter with an FE or Apprenticeship provider every year from Remove onwards. • Careers talk programme engages speakers from a wide range of sectors including HE and Apprenticeship providers. Multiple entry pathways are emphasised for each sector. • Pathways to Success programmes include talks and visits from HE providers offering a range of entry requirements, from the UK, Europe and the US. • Pathways to Success programme includes Apprenticeship Pathway to encourage students to consider all available routes. • All routes and the full range of learning opportunities emphasised at each transition point in tutorials, form time, and guidance material. • All Sixth form students visit the UCAS University and Apprenticeship Fair. • All sixth form students take part the Laborem lecture programme which provides encounters with multiple HE providers
8 - PERSONAL GUIDANCE	
<p>REQUIREMENTS</p> <p>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.</p>	<p>HOW WE ACHIEVE THIS</p> <ul style="list-style-type: none"> • Careers Department is led by an appropriately qualified and highly experienced careers guidance professional (Level 6 CGD, and Level 6 Careers Leader) trained to be both independent and impartial • Students have access to unlimited 1:1 appointments • All Remove students are offered appointments to complement the Options programme • All Fifth Form students are offered a series of appointments, to complement the Preparation for Progression programme delivered during PSHE • Careers appointment referrals made as necessary as part of wider pastoral support system. • Specialist programme of 1:1 guidance to meet the needs of students with SEND (IN Department) • Head of Careers in attendance at all transition events • Personal guidance appointments offered to students and parents to ensure that informed decisions are being made.