

HOW ARE WE MEETING THE GATSBY BENCHMARKS?

2025-26

BENCHMARK 1 – A STABLE CAREERS PROGRAMME

REQUIREMENTS

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

- The school has a detailed careers programme from Prep 6 to Upper Sixth.
- The programme has the support of the governing body.
- The programme has the support of senior leaders and has appropriate resources allocated to it.
- Systematic monitoring is in place for the tracking and evaluation of the careers programme. Systems such as Morrisby, Compass and Investor in Careers track career intervention. Evaluation from staff, pupils and parents collected throughout the year.
- Individual events evaluated to ensure they are meeting the needs of the pupils.
- Pupils have age appropriate, career related activities embedded in the tutorial programme. This provides consistency and ensures that all pupils have the opportunity to engage with material designed to meet all benchmarks.
- The Gatsby benchmarks and the CDI Career Development Framework underpin the programme.
- The career programme is published on the school website with specific information for pupils, staff, parents/carers and employers.
- The school has a Careers Lead who is responsible for overseeing the careers programme.

BENCHMARK 2 - LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

REQUIREMENTS

All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

- Pupils learn labour market information from the tutorial programme, PSHE lessons, Laborem and through exploration of Morrisby.
- Pupils have unlimited one-to-one guidance meetings with the Head of Careers to help them understand LMI and why it is relevant to their own career decisions.
- Pupils can access LMI information through links on the school website or through lessons embedded in the tutorial programme.
- Links to LMI sources published on the school website and made accessible to parents and employers.
- Guest speakers share up-to-date and accurate LMI with pupils through a programme of presentations and workshops.
- The Head of Careers liaises with the Head of Individual Needs to ensure that pupils with SEND and their needs are incorporated into the career programme.

BENCHMARK 3 - ADDRESSING THE NEEDS OF EACH PUPIL	
<p>REQUIREMENTS</p> <p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> • Each student can track their own progress and achievement, with oversight from the Head of Careers to support engagement and development. • Unlimited one-to-one support is available year-round, offering personalised careers guidance from the Head of Careers. • Bespoke support programmes can be arranged, to help students prepare for key transitions. • Individual careers advice and guidance is carefully recorded, allowing for tailored follow-up and continuity of support. • The school maintains and analyses destination data, helping to inform and enhance the careers programme. • The careers provision actively challenges stereotypes and encourages students to broaden their aspirations. • Every student, regardless of background or need, can equally access careers support, with strategic monitoring and evaluation in place to ensure inclusivity and effectiveness.
BENCHMARK 4 - LINKING CURRICULUM LEARNING TO CAREERS	
<p>REQUIREMENTS</p> <p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> • Careers snapshots made available to all Heads of Department so that they can display these in their departments. These snapshots include information on qualifications, routes into work, sectors and companies and different job roles. • National Careers Week, which is held annually in March, encourages every lesson in both Prep and Senior School to highlight the career relevance of each subject. • Curriculum-linked careers education is embedded across all subjects, with staff integrating careers content directly into their schemes of work as part of a sustained, ongoing approach. • Dedicated careers-related trips and activities enrich learning beyond the classroom, supported by careers displays and materials placed in subject areas. • Careers education is fully integrated into the PSHE programme, ensuring all students receive consistent, age-appropriate guidance. • Curriculum to career lessons delivered in tutorial sessions. • STEM subjects regularly deliver careers-focused events and spotlight sessions, demonstrating the link between technical learning and future opportunities.

BENCHMARK 5 - ENCOUNTERS WITH EMPLOYEES AND EMPLOYERS	
<p>REQUIREMENTS</p> <p>Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> • Employer engagement is embedded across the whole careers programme, with students in all year groups participating in planned encounters with professionals from a broad range of sectors. • Regular careers talks run throughout the academic year, providing students with direct access to industry insights and employability skills via sector representatives. • Key careers events, including work experience opportunities, are structured around meaningful employer interactions, helping students make informed decisions about future pathways. • Alumni and parents contribute actively to the programme, offering personal perspectives and increasing the range of sectors and experiences represented. • Online mentoring through Destination STEM encouraged for pupils interested in science, technology, engineering, and maths. • In line with statutory duty, pupils are invited to attend six encounters with providers of apprenticeships and technical qualifications.
BENCHMARK 6 - EXPERIENCES OF WORKPLACES	
<p>REQUIREMENTS</p> <p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • All Fourth Form pupils and Lower Sixth students participate in a dedicated week of work experience, giving them valuable insight into real-world workplaces. • Students are thoroughly prepared beforehand, with PSHE lessons and the Laborem programme focusing on expectations, responsibilities, and goal setting for their placements. • A variety of work experience opportunities are regularly promoted to Sixth Formers via Google Classroom to ensure accessibility and choice. • BTEC students benefit from curriculum-linked workplace visits, such as Business BTEC students exploring Broome Park, helping them connect theory with practical experience. • Younger pupils can experience workplaces through virtual tours and career spotlight videos that are presented during tutorial time. • Pupils are encouraged to undertake virtual work experience to broaden their horizons and improve their CVs.

BENCHMARK 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, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> • Every year group engages with a range of HE, FE, and Apprenticeship providers through key careers events, ensuring ongoing exposure to future pathways. • The school complies fully with the Provider Access Legislation, guaranteeing that pupils from Shell onwards has six meaningful encounters annually with providers of apprenticeships and technical qualifications. • The Careers Talk Programme features speakers from various sectors, including universities and apprenticeship providers, with an emphasis on the variety of entry routes available in each field. • The 'Pathways to Success' programme offers students insight into UK, European, and US universities, showcasing providers with diverse entry requirements to suit different learning profiles. • An Apprenticeship Pathway is built into the careers programme, encouraging students to explore vocational routes as well as academic ones. • At each major transition point, students receive tailored guidance, highlighting all post-16 and post-18 learning options through tutorials, form time discussions, and printed resources. • All Sixth Form students attend the UCAS University and Apprenticeship Fair, giving them face-to-face time with dozens of providers from across the UK. • The Laborem Lecture Programme brings in multiple HE institutions, offering Sixth Formers the opportunity to learn directly from university representatives.

BENCHMARK 8 – PERSONAL GUIDANCE	
<p>REQUIREMENTS</p> <p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • An experienced individual who will be studying the QCF Level 6 Diploma in Career Guidance and Development during 2024-2026 leads the Careers Department. All guidance is independent and impartial. • Every student has access to unlimited one-to-one guidance appointments, ensuring tailored support throughout the academic year. • All Remove students are scheduled appointments to support them in making informed choices during the Options programme. • Fifth Form students receive a structured series of guidance sessions, aligned with the Preparation for Progression programme delivered through PSHE. • Referrals for careers guidance can be made through the school's pastoral system, allowing for responsive and holistic student support. • Students with SEND receive specialised one-to-one guidance, coordinated in partnership with the Inclusion (IN) Department to ensure accessibility and relevance. • The Head of Careers is present at all key transition events, offering expertise and continuity as students navigate their next steps. • Personal guidance appointments are available to students and parents alike, helping families make confident, well-informed decisions about future pathways.