

AUDIT OF THE EIGHT GATSBY BENCHMARKS

	BENCHMARK	KEY STAGE THREE	KEY STAGE FOUR	KEY STAGE FIVE
1	<p><i>A Stable Careers Programme</i> Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employees</p>	<ul style="list-style-type: none"> • Careers education in part of the KS3 Civics Programme • Every student has access to their own 'Start Profile' 	<ul style="list-style-type: none"> • Every student has access to at least one individual careers interview with an independent careers expert 	<ul style="list-style-type: none"> • All students receive individual UCAS preparation meetings with the Head of Sixth Form • Year 12 attend Pathway Days in July • Outside speakers regularly present to sixth form students in weekly assemblies
2	<p><i>Learning From Career and Labour-Market Information</i> Every student and their parents, should have access to good-quality information about future study options and labour market opportunities</p>	<ul style="list-style-type: none"> • Comprehensive details about different careers and industries can be found in their Start Profile 	<ul style="list-style-type: none"> • Students are well briefed on different pathways and career routes 	<ul style="list-style-type: none"> • Apprenticeship workshop offered to all interested students • Students have access to university Open days and Taster sessions
3	<p><i>Addressing the Needs of Each Student</i> 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 consideration throughout</p>	<ul style="list-style-type: none"> • SEN students have access to the Princes Trust • Diversity and equality are used regularly as assembly themes 	<ul style="list-style-type: none"> • Careers expert is pro-active in ensuring all disadvantaged students have a clear plan for their next steps. • NEET levels are well below national average 	<ul style="list-style-type: none"> • All sixth form students have carefully selected advice and guidance from the pastoral team about post 18 destinations
4	<p><i>Linking Curriculum Learning to Careers</i> All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevant of STEM subjects for a wide range of future career paths</p>	<ul style="list-style-type: none"> • Each faculty displays subject links to future careers and professions • Science and Technology – guest speakers present to Year 9 on a regular basis 	<ul style="list-style-type: none"> • Civics programme incorporates employability skills in Year 10 and 11. • Whole school focus on employability skills such as attendance and punctuality 	<ul style="list-style-type: none"> • External speakers are a regular part of KS5 assemblies • Students have access to various trips to computer science, product design and science to promote careers post 18

			<ul style="list-style-type: none"> • Subject posters in faculty areas highlighting career pathways 	
5	<p>Encounters with Employers and Employees</p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace</p>	<ul style="list-style-type: none"> • Enterprise Day occurs each year for Year 9 students in March • Start Profile has a regular feature entitled 'A day in the life of a person in a particular career' 	<ul style="list-style-type: none"> • Speakers for schools are regularly invited in to share their employment experiences 	<p>Insight into Management programme in July of Year 12</p> <p>Work experience encouraged and work placement focus in place</p> <p>Students regularly attend careers fairs and have access to a variety of employers</p>
6	<p>Experiences of Workplaces</p> <p>Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience</p>	<ul style="list-style-type: none"> • Start tools have details of a huge amount of working environments • Student are encouraged to explore during their careers module in the civics programme 	<ul style="list-style-type: none"> • Interview experience available from InvestIN • Opportunities are signposted during careers interviews. 	<p>Parents are kept informed of all placements and work shadowing via emails and group call</p>
7	<p>Encounters with Further and Higher Education</p> <p>All Students 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"> • Civics programme cover a range of possible destinations Post 16 and Post 18 	<ul style="list-style-type: none"> • Career planning post 16 starts in Year 10 • Assemblies held to promote the options for all Year 11 students 	<p>Emirates Career Fair in Year 12</p> <p>Pathways Day in July for Year 12</p> <p>Careers information regularly distributed through KS5 assemblies</p>
8	<p>Personal Guidance</p> <p>Every student 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.</p>	<ul style="list-style-type: none"> • All Year 9 students have expert advice from all option subject leaders through assemblies 	<ul style="list-style-type: none"> • All KS4 students have access to an independent careers advice from part-time Careers Advisor in school 	<p>Every student in KS5 has the opportunity to have a careers interview with an independent careers expert</p> <p>UCAS meetings with Head of Sixth Form</p>