

## GATSBY BENCHMARKS

BENCHMARK	SUMMARY	CRITERIA
<b>1 A STABLE CAREERS PROGRAMME</b>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, and employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website and communicated in a ways that enables pupils, parents and carers, staff and employers to access and understand it. • The programme should be regularly evaluated with using feedback from pupils, parents and carers,</li> </ul>

		<p>teachers and other staff who support pupils, careers advisers and employers as part of the evaluation process to increase its impact.</p>
<b>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• During each Key Stage all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> <li>•</li> <li>• Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour markets to inform their support for pupils in their care.</li> </ul>
<b>3 ADDRESSING THE NEEDS OF EACH PUPIL YOUNG PERSON</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> </ul>

	<p>any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or</li> </ul>
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		<p>employment destinations.to inform personalised support.</p> <ul style="list-style-type: none"> <li>• Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>
<b>4 LINKING CURRICULUM LEARNING TO CAREERS</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Every year, in every subject, every pupil should have had opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>
<b>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> </ul>

	opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists	
<b>6 EXPERIENCES OF WORKPLACES</b>	<ul style="list-style-type: none"> <li>• Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</li> </ul>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful experiences of workplaces.</li> <li>• By the age of 18, every pupil should have had at least one further meaningful experience, additional.</li> </ul>
<b>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	<ul style="list-style-type: none"> <li>• All pupils should understand the full range of learning opportunities that are available to them., including academic, technical and vocational routes. This should incorporate and learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>• </li> <li>• By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li> </ul>

<b>8 PERSONAL GUIDANCE</b>	<ul style="list-style-type: none"> <li>• 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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such personal guidance meeting with a careers adviser by the age of 16, and a further interview meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils</li> <li>• Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website</li> </ul>
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REVIEWED MAY 2025