

The Gatsby Benchmarks

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

Why are the Gatsby Benchmarks important?

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance

A summary of how we meet the Gatsby Benchmarks

1. A stable careers programme

We have a named careers leader (Karen Revill) who works with a team of staff (Andy Smyth, Sally Paget, Margaret Jackson) and is supported by the wider staff team, to develop and implement our CEIAG programme. We have a policy which is published on our school website. There is a CEIAG programme framework across all Phases to support a whole school approach which is based on The Career Development Institute (CDI) Framework. This is supported by a map of CEIAG provision across the school Phases plus a range of events which is varied and tailored to the needs of our students, also available on the school website. The policy, programme and maps are reviewed annually. We use the Compass evaluation tool (Careers and Enterprise Company) which is updated termly. CEIAG activity is logged and tracked on Grofar. CEIAG is supported by the Head Teacher, SLT and governors, and has a high profile in school. Parents are encouraged to use our school website and a termly newsletter is being developed to keep parents up to date with CEIAG.

2. Learning from career and labour market information

We work with Wendy Gosling from the DWP, Career Ready and local employers to develop students' knowledge and skills of labour market information including:

- Information about job sectors and local employers
- Job searches and job applications
- CV writing
- Interview skills, including mock interviews
- Employment and training pathways

We work with MAP to deliver a project "Am I ready to work?" with students not yet ready to access work with Wendy Gosling which focuses on skills needed for the work place and different work sectors.

We have a busy programme of visits to school from colleges, including FE, and hold information sessions about supported internships and apprenticeships. We work with Kevin Sedgewick from Middlesbrough Council who keeps us up to date with employment opportunities within the council. We have a school enterprise advisor from a local business.

There is a careers resource area in the Sixth Form which provides up to date prospectuses and information about training opportunities. Parents have received the Tees Valley Careers guide.

3. Addressing the needs of each pupil

We aim to raise aspirations of all students and recognise this has different meanings to different students. Our CEIAG programme is differentiated and varied to ensure all students are included at an appropriate level for them.

Transition from school is carefully planned through a multi-agency approach, and tailored to individual students, including:

- Work with our careers advisor
- Work with social workers and parents
- Visits to colleges/FE providers/social care providers
- Taster sessions

We have accurate destination data for our school leavers and collect and follow up on student destination data for 3 years after leaving up to post 19yrs. We have had alumni visits into school assemblies.

4. Linking curriculum learning to careers

Subject teachers use their lessons to identify how their subject links to careers where appropriate. Posters and displays in subject classrooms show potential career pathways linked to subjects. Numeracy and literacy are embedded across the curriculum and emphasised as important skills for employment. A broad curriculum provides students with knowledge, skills and experience of

vocational areas including ASDAN and NCFE Occupational Studies accreditations. Sectors include hospitality and catering, land-based skills and horticulture, hair and beauty, woodwork and joinery, textiles. Units on work skills and employability are also delivered. Enterprise activity is an important element of our curriculum, including a 'Toastie Enterprise', a healthy tuck shop, our school café and our D&T and Art enterprises who make and sell products locally. Business studies GCSE is also an optional subject in the Sixth Form.

5. Encounters with employers and employees

We work with a range of employers through both experience, support with mock interviews and visits to local businesses. We have an annual employer event when a range of employers hold sessions with students to talk about their workplace and job opportunities within their sector. We attend events within the Tees Valley including 'The Skills Event' and 'Transitions Event'. Many visits out of school are planned throughout the year to places of employment, for example, museums, leisure centres, cafes, shops. Students experience a range of work place visits and are able to talk to employers and employees first hand. Such visits are planned both as part of the curriculum and as part of the CEIAG programme.

6. Experiences of workplaces

We offer students opportunities to experience work places through external work experience placements. Students have worked at the British Library office, Marks and Spencer's, Daisy Chain store, Jurys Inn and James Cook University Hospital. There are a range of internal work experiences - our school café provides opportunities for students to be involved in preparing food for sale and also develop customer service skills working in the café, our 'Toastie Enterprise' which enables SLD students to make and sell a product within school and our healthy tuck shop is organised and run by our KS3 students. Many visits to different workplaces take place throughout the year for all classes, including cafes, shops, libraries, museums, woodlands and parks.

7. Encounters with further and higher education

A range of local FE providers are invited into school to give presentations in assemblies, talk about the courses they offer and job opportunities following these courses. Visits to establishments to meet key staff and experience college life are arranged with taster sessions planned for students who express interest in the college or course. Prospectuses and other information are available in the career resource area. We have a well-established link with Teesside University who invite us onto their campus regularly for taster days and events.

8. Personal guidance

As part of Preparation For Adulthood, the local authority provides a personal guidance session with a qualified careers advisor prior to Annual Review meetings for year 11 and 14 students. To enhance this provision, we commission the services of an independent, qualified careers advisor (Margaret Jackson) to work with students in years 9 to 14. Margaret provides a personalised programme of careers advice based on the needs of each individual student, to include one to one meetings and planning individual career/transition plans alongside all stakeholders. Margaret provides close and regular support for students and their families, liaising with all stakeholders to enable high quality transition planning and practice.