

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

The Gatsby Benchmark Framework:

A summary

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The Gatsby Benchmark framework sets out eight clear benchmarks for excellent quality for careers education in schools. We adhere to the framework because it offers a well-rounded view of career education and development for young people. Your child can expect to be fully informed about a range of education, training and employment opportunities as they progress through their five years at Shuttleworth College. The following document is a brief guide to the Gatsby Benchmarks and how we put them into practice at Shuttleworth College. We have fully met all eight Gatsby Benchmarks since July 2019, being among the first schools in England to achieve this. We are also the Lead School for Lancashire Careers Hub and actively promote good careers education around the county.

The Gatsby Benchmarks were updated in 2025 to be more progressive and add opportunity for young people.

GATSBY BENCHMARK I: A STABLE CAREERS PROGRAMME

- *Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carer, staff, governors, employers and other agencies.*
- 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.
- 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.
- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and careers, staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parent and carers, teachers and other staff who support pupils, careers adviser and employers, to increase its impact.

GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION

- *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 education 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.*
- 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.
- Parents and carers should be encouraged to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

- *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.*
- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools should keep systematic records of participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and subsequent agreed decisions.
- 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.
- All students should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools should collect and maintain accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.
- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

- *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.*
- Every year, in every subject, every pupil should have 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.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

- *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.*
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

- *Every student should have first-hand experiences of the workplace to help their exploration of career opportunities and expand their networks.*
- By the age of 16, every pupil should have had meaningful experiences of workplaces
- By the age of 18, every pupil should have had at least one further meaningful experience

GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

- *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.*
- *By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and ITPs.*
- *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.*

GATSBY BENCHMARK 8: PERSONAL GUIDANCE

- *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. 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.*
- *Every student should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.*
- *Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.*

Definition of 'meaningful' (relevant to Gatsby Benchmarks 5, 6 and 7):

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop, work and succeed in that environment. This should include the opportunity to meet both staff, learners/trainees and employees. Pupils should understand what skills are valued in the workplace and recruitment processes.

Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers/employers delivering sessions in a school, college or ITP, as well as young people visiting the provider/employer.

Young people, providers and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the provider/employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve two-way interaction between the young person and the provider/a range of employees
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work