

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

Meeting the Gatsby Benchmark Framework: A guide for parents/carers

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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.

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

- Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it
- The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it
- The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process
- Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points

At Shuttleworth College, this involves:

- A progressive, written programme, delivered in multiple ways across school, that is reviewed annually by the Careers Leader and approved by SLT, a link CEIAG Governor, the Governing Body
- A whole-school approach to careers education
- The Careers Leader is responsible solely for the programme and holds a Level 6 in Careers Guidance and Development and has completed Level 6 Careers Leader training
- All stakeholders are asked for feedback at key points during the programme, including, but not limited to: students, parents, employers, enterprise adviser, enterprise co-ordinator, careers hub lead
- Students have access to the full breadth of education providers, including technical options with enhanced provision at key decision-making points
- Website provides accessible information for students, parents, employers and the community
- Careers section in the library
- Accessible, visible careers office and Careers Leader
- Destination data reviewed as an evaluation tool for the programme
- A full log of all careers activities on Compass+

This provides a solid foundation for the Shuttleworth College careers programme that supports the school's ethos and priorities. Our students are well-prepared for current and future decision-making and lifelong career learning and development.

GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION

- Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
- By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.
- During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children

At Shuttleworth College, this involves:

- Students access quality local and national LMI in the context of the subject lessons and in specialist assemblies led by the Careers Leader
- Students are directed to quality LMI resources to support their decision making. These are highlighted on the website and in written communication to students and parents.
- Staff make links to the variety of future study and employment options and LMI in lessons. Group careers guidance is led by the Careers Leader and future study and training options are explained to parents at transition points.
- Parents are encouraged to support their children as key decision points.
- Encounters with education & training providers and employers support LMI and career knowledge and understanding; LMI is heavily used to support students before employer encounters/workplace visits to provide context to the activity
- Staff CPD on LMI, recruitment and the changing world of work by the Careers Leader and Enterprise Adviser
- LMI is a focus of IAG appointments: action plans contain useful further links

Students make informed decisions because they understand all available future study and training options. They use LMI to provide context to their decisions.

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

- Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.
- The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school's careers provision and inform development and continuous improvement.

At Shuttleworth College, this involves:

- Linking the careers programme to the school ethos of 'Think Big, Chase Dreams, Succeed Together': raising aspirations
- Challenging stereotyping
- Promoting positive role models in staff members, inspirational figures, alumni and employers
- Year 10 aspirations survey is used as a benchmark for employability activities and Year 11 IAG support: raising aspirations, challenging ideas and planning interventions
- All IAG is delivered by a level 6-qualified practitioner: this includes all Year 11 students plus annual IAG for SEND students (with EHCP as part of their annual review), Hub students, and students at risk of NEET or disengagement. In addition, co-ordination with LCC for supplementary IAG for Looked-After Children. Action Plans are issued after each appointment and shared with relevant staff where appropriate.
- Bespoke education and employer visits, talks and experiences for those at risk of NEET; differentiated workplace visits for all students
- Year 9 GCSE options support with interviews.
- Detailed destination data procedure with engagement with local authority and providers
- Accurate student-level activity tracking via Compass+

Students are fully supported through CEIAG decisions and are prepared for lifelong career decision-making. All students receive the support they need to make their best choice and we focus on closing gaps for disadvantaged students.

GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

- All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

At Shuttleworth College, this involves:

- Careers learning in all subjects through speakers, visits, FE, HE and employer enhancement and workplace visits
- Cross-school use of CEIAG vocabulary to support literacy and oracy development
- Curriculum Leaders in all faculties to create, embed, track and reflect on careers activities across all curriculum areas
- STEM activities promoted and technology link programmes with employers
- Every subject, including PSHE, have careers links, pathways, skills and LMI embedded across the curriculum
- The use of LMI in all subjects to provide context to curriculum learning
- Up-to-date, subject specific careers information is on display in all classrooms, highlighting skills, pathways and future careers.
- Links to enrichment activity, Shuttleworth Shield and Duke of Edinburgh activity as skill development.

Staff and students appreciate the links between subject learning, skills for employment, progression and the world of work. Students can communicate the skills they develop and where their subjects could lead.

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

- Every student 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 activities including visiting speakers, mentoring and enterprise schemes, and should include students' 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
- A meaningful encounter is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace

At Shuttleworth College, this involves:

- Employers attend a range of events as speakers, visitors, exhibitors or curriculum enhancers
- A particular focus at key decision points (in Year 8, pre-GCSE options; in Year 10, pre-post-16 options) to provide real-world context to education/training decisions
- Year 10 employability focus is put into context
- Curriculum enhanced by local employers and aspirational speakers
- Support and promotion of apprenticeship routes
- All visitors and speakers are asked to outline their own education/career pathway before their scheduled activity
- Curriculum leaders tasked with improving and increasing employer encounters for all students

Students begin to understand the huge range of employment options and career progression opportunities. Aspirations are raised.

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

- Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time jobs they may have had.

At Shuttleworth College, this involves:

- Workplace visits and work shadowing for all Year 10 students: these are linked to aspirations where possible
- Year 8 students take part in workplace visits to local companies
- Curriculum enhanced by employers supporting curriculum activities
- STEM enrichment includes workplace visits
- Enterprise Adviser used to grow network of employers
- Any visits are conducted with pre- and post-visit work, including preparation and the use of LMI to ensure the maximum understanding and impact if the visit

Student, staff and parental awareness of the world of work and LMI is increased, helping informed decision-making.

GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

- All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, 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 apprenticeship providers. This should include the opportunity to meet both staff and students.

A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

At Shuttleworth College, this involves:

- Visits, talks and presentations by the full variety of local further education, higher education and training providers
- Specialist apprenticeship and training talks delivered by ASK
- Careers fairs with the full variety of providers
- University talks and visits
- Support work by Future U to encourage participation in higher education
- Staff CPD on the changing landscape of education and training options after Year 11 and beyond, with focus on newer, technical options.
- Curriculum enhancement by further and higher education providers
- Drop-in and application support for Year 11 by local providers
- Promotion of Year 11 enhancement programmes with FE providers
- Communication with parents explaining the range of post-16 options and encouraging visits to providers in Year 11

Staff, student and parental awareness of the full range of post-16 options and lifelong opportunities is increased. Students aspire to higher levels of education and training.

GATSBY BENCHMARK 8: PERSONAL GUIDANCE

- Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external, provided they are trained to an appropriate level.
- These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.
- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

At Shuttleworth College, this involves:

- The Careers Leader holds a Level 6 qualification in Careers Guidance & Development. Any additional advisers are qualified to Level 6.
- All Year 11 students have at least one IAG appointment. Follow-up appointments and application sessions are also used. Action Plans are created in agreement with the student after each appointment.
- Careers Leader follows up on all Action Plans and tracking of Intended Destinations prompts follow-ups if students need support.
- All SEND students with an EHCP have an annual IAG appointment around the same time as their annual SEND review. The Action Plans are shared with the SENDCo for inclusion in the review.
- All Hub students (at risk of NEET) have an annual IAG appointment. Action Plans are shared with the Head of Inclusion to inform individual plans.
- All staff can refer individual students for IAG at any point. Students and parents can request IAG at any point.
- Useful resources for guidance, such as the National Careers Service, are listed on the website and included in Action Plans.

All students have good quality career guidance and a detailed Action Plan to support their decision-making.