



# The Gatsby Benchmark Toolkit

Practical signposting tools for schools

# FOREWORD

## CLAUDIA HARRIS, CEO, THE CAREERS & ENTERPRISE COMPANY

The fast-changing world of work puts an ever-greater demand on all of us to support young people in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

The government's new Careers Strategy, published in December 2017, and statutory guidance for school leaders and school staff, published in January 2018, set out the plan for building a high-quality careers system that will help young people to achieve.

Thanks to Sir John Holman and The Gatsby Charitable Foundation, we have a clear blueprint of what good careers provision looks like. The eight Gatsby Benchmarks are based on best national and international research and define all the elements of an excellent careers programme.

The Gatsby Benchmarks have now been put at the heart of the Careers Strategy, with an expectation that all schools will begin working toward the benchmarks, meeting them in full by the end of 2020.

This practical toolkit from The Careers & Enterprise Company focuses on the Gatsby Benchmarks. It is designed to help schools identify what 'good' looks like across all eight benchmarks. It includes case studies of best practice as well as tips and practical suggestions for putting the benchmarks into practice.

I hope that the toolkit will assist teachers and Career Leaders in understanding how the benchmarks can help all young people to reach their full potential.



# INTRODUCTION

## Practical signposting tools for schools

### THE GATSBY BENCHMARKS OF GOOD CAREER GUIDANCE

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance."

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Good Career Guidance and further resources can be downloaded from the [Gatsby website](#).

### WHY THE GATSBY BENCHMARKS ARE 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.

For more information, see: [Good Career Guidance](#)

# INTRODUCTION

## Practical signposting tools for schools

### THE CAREERS & ENTERPRISE COMPANY FOCUS

The Careers & Enterprise Company exists to prepare and inspire young people for the fast-changing world of work by creating career opportunities and connections to potential employers.

To do this, we established a national network to connect schools and colleges, employers and career programme providers. Through our investment funds we are also able to back proven ideas, funding high quality careers and enterprise activity in areas of need.

The Careers Strategy, published in December 2017, identifies a broader role for The Careers & Enterprise Company across all eight of the Gatsby Benchmarks and gives us a core role in the implementation of the strategy.

This toolkit has been created as a practical signposting tool to show schools how the Gatsby Benchmarks can be implemented in practice.

### WHO IS THIS FOR?

This toolkit has been written for schools.

You can find the [The SEND Gatsby Benchmark Toolkit here](#).

*A college guide will be produced separately.*

### HOW TO READ THIS TOOLKIT

Each benchmark is broken down into the following key sections:

- **What good looks like:** contains the definition of the individual benchmark as laid out in The Gatsby Benchmarks for Good Careers Guidance
- **Why this matters:** outlines why this benchmark should be a focus and how it contributes to outstanding careers provision
- **What this means in practice:** guidance and steps that schools can follow to meet the benchmark
- **Top tips for schools:** actionable tips on how to start to deliver the benchmark
- **Top tips for employers:** actionable tips for your employer partners in supporting benchmark delivery
- **Example resources:** these are example only and will be updated regularly. Continue to check online.

It would also be useful to review this document alongside The Careers & Enterprise [State of the Nation](#) which describes the careers and enterprise provision in secondary schools in England in the academic year 2016 / 2017.

### COMPASS AND TRACKER DIGITAL TOOLS

To help schools meet the Gatsby Benchmarks, we have developed the [Compass evaluation tool](#). Compass is a fundamental building block of a stable careers programme and helps schools to:

- evaluate their careers activity in around 30 minutes
- compare their school to the eight Gatsby Benchmarks for good careers guidance
- identify strengths and areas for improvement
- get relevant online resources to help them improve on their score
- easily share their results with their Enterprise Coordinator and Adviser, along with other colleagues, or their central Academy team if they choose.

Once the Compass evaluation has been completed, schools can then use [Tracker, a planning tool](#) designed to help:

- build and manage their annual development plan to improve benchmark scores
- easily record events, classes and all careers activities in one place
- evaluate completed careers activities
- access, download and share the careers plan in Word or Excel format with their Enterprise Coordinator, Enterprise Adviser, colleagues, Leadership Team, Ofsted etc directly from the account.

We have also developed a pilot '[Find an activity provider](#)' [directory](#), which can help schools find programmes we fund, generally focused on employer engagements in schools.

# INTRODUCTION

## Practical signposting tools for schools

### 10 QUICK WINS TO IMPROVE CAREER GUIDANCE IN YOUR SCHOOL

1. Have a named person responsible for careers, [a Careers Leader](#).
2. Complete [Compass](#) to evaluate your current provision.
3. Join [the Enterprise Adviser Network](#) and gain access to an Enterprise Coordinator, Enterprise Adviser and the career planning tool Tracker.
4. Update your website with information about your careers programme.
5. Start early, in year 7.
6. Engage all stakeholders including parents and employers.
7. Develop careers content in all subjects, not just Personal, Social and Health Education (PSHE).
8. Take advantage of labour market resources and make them available to all students and parents.
9. Provide all students with information on all routes.
10. Provide experience of workplaces for all students.

# GATSBY BENCHMARK 1

## A stable careers programme

### WHAT GOOD LOOKS LIKE

**Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.**

- **Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.**
- **The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.**
- **The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.**

### WHY THIS MATTERS

- This benchmark provides a foundation for the other seven benchmarks.
- A stable programme to prepare young people for the opportunities, responsibilities and experiences of later life is a core statutory responsibility for schools.
- Inspiring careers and enterprise activities in a stable careers programme improves motivation, attendance and attainment.
- A stable careers programme enables young people to make well-informed decisions about education, training, apprenticeship and employment opportunities. It also helps them cope with challenging labour market conditions. We know that young people are three times more likely than adults to be unemployed.
- Delivering social mobility and justice relies on opening doors for all young people. The government has endorsed the fact that “great careers guidance provides the first rung on the ladder of opportunity, helping everyone to achieve their full potential”. (DfE, 2017, p. 3)
- A stable careers programme can play a part in promoting social mobility for the benefit of young people, their families and wider society.

### WHAT THIS MEANS IN PRACTICE

- The careers programme has strong backing from the headteacher or principal, senior leaders and governing body. It needs to be embedded into the structures of the school and its position should be recognised and secure. This means the programme can continue to be developed to meet the needs of students. It is not entirely dependent on the goodwill of individuals or vulnerable to competing education priorities.
- The programme is coordinated and led by an appropriately trained and supported Careers Leader. A Careers Leader is responsible and accountable for the delivery of their allocated school's programme of career advice and guidance. It is a senior role that requires the person doing it to have a clear overview of the school's careers provision and to make sure that the school meets the Gatsby Benchmarks by the end of 2020. See [‘Understanding the role of the Careers Leader’](#) for full details.
- Students, parents, teachers and employers know what is in the programme. The programme is set out clearly on the school's website and promoted through the school's social media accounts and newsletters and local media outlets. Students should discuss the programme in the school council and parents should know what to expect in the meetings arranged for them throughout the year. Messages for teachers are reinforced through the staff handbook, meetings and curriculum guidelines. Employers invited to participate in the programme know clearly what to expect, how their contributions fit in and how they will benefit.
- A plan for how the careers programme will be implemented is included in an annual careers plan that includes priorities from the overall school development plan. This makes it easier to evaluate the achievements of the programme at the end of each year.
- Students, parents, teachers and employers provide regular and systematic evaluative feedback on their participation in activities via questionnaires, surveys and focus groups. This feedback is then used to inform decisions about the future development of the programme and feeds into the whole-school process of evaluation.

# GATSBY BENCHMARK 1

## A stable careers programme

### TOP TIPS FOR SCHOOLS

1. Ensure your careers provision is tailored to the needs and circumstances of your students.
2. Write a careers plan, publish it on your website and commit to making all stakeholders aware of it and keeping it up to date.
3. Take advice from the governing body to ensure that the programme considers their knowledge of the changing labour market.
4. Appoint a lead or coordinator with sufficient status and expertise to maintain and develop a stable careers programme.
5. Ensure that the programme design and delivery is embedded in school structures and not invested solely in the goodwill of individuals.
6. Promote the importance of the careers programme to students, parents, teachers and employers so that they know what to expect and how they can contribute to its success.
7. Undertake regular evaluation of the programme with a clear intended purpose, for example, reports for the senior leadership team and the governing body should be used to inform future decisions about the programme.

### TOP TIPS FOR EMPLOYERS

1. Ask the school for their careers programme and see where your expertise will count most.
2. Be a critical friend – support and challenge the school to develop a stable careers programme.
3. Be prepared to build a long-term relationship and to contribute to all aspects of school life.
4. Make sure your staff are briefed before taking part in activities.
5. Contribute to the school's evaluation and act on feedback to do things differently or better next time.
6. Help schools develop a programme that takes into account the trends in your business, your sector and the wider economy.
7. Use your networks to encourage others to contribute to the careers programme and to take on key supporting roles.
8. Review all existing employer engagement and make sure that it has maximum impact and streamline where appropriate.

### EXAMPLE RESOURCES

Practical guides to developing a stable careers programme:

- [Compass evaluation tool](#) – an online tool to help schools measure their effectiveness against the eight Gatsby Benchmarks
- [Moments of Choice, The Careers & Enterprise Company](#)
- Framework for careers employability and enterprise education (March 2018)
- Good Careers Guidance (Gatsby, 2014)
- Careers Education in the classroom – the role of teachers in making young people work ready (TeachFirst, 2015)
- Access Toolkit (TeachFirst, 2016)

Links to relevant programmes and providers who can support a school:

- [The Careers & Enterprise Company Enterprise Adviser Network](#)
- [Business in the Community's Business Class programme](#)

Alignment to Ofsted/National requirements:

- [Ofsted school inspection handbook](#)
- [Ofsted further education and skills inspection handbook](#)
- [Careers guidance and inspiration in schools. Statutory guidance for governing bodies, school leaders and school staff \(Department for Education, 2017\)](#)
- [The Quality in Careers Standard is a supportive resource and national standard awarded by a range of licensed awarding bodies.](#)

# GATSBY BENCHMARK 1

## A stable careers programme

### AN EXAMPLE OF A STABLE CAREERS PROGRAMME

Lilian Baylis Technology, an 11-19 school in south-east London, has created a programme that aims to transform the life chances of all students by supporting the development of healthy, confident and independent young adults. The governing body supports the programme through a designated link governor and the commitment of the senior leadership team is reflected in the school development plan.

The school's careers plan clearly sets out the roles of the:

- assistant head
- team leaders
- pastoral leaders for each key stage
- head of KS3
- Careers Leader
- access project worker.

Good communications and teamwork underpin activities and support for students. The programme includes activities for all students from years 7 to 13 that are delivered through:

- assemblies
- enrichment activities
- tutor time
- the personal, social and health education programme (PSHE)
- employer encounters
- workplace experiences.

Year 10 students take part in employer-inspired extended projects and students with special educational needs and disabilities benefit from employer links to improve their transitions at age 16-18. The Enterprise Advisers act as critical friends and are helping the ongoing development of a programme that has a high impact on students.

The school has completed the Compass evaluation and is using it to drive improvement. They have contracts with an external guidance provider to offer information, advice and guidance. They have also completed the Kirkland Rowell survey with parents, who rated the school as outstanding for:

- developing young people's confidence
- explaining how to help their children
- providing post-16 careers advice.





# GATSBY BENCHMARK 2

## Learning from career and labour market information

### WHAT GOOD LOOKS LIKE

**All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.**

- **By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.**
- **Parents should be encouraged to access and use information about labour markets and future study options to support their children.**

Career and Labour Market Information (LMI) includes information on:

- skills, career pathways and progression routes in the local labour market
- job applications and interviews
- educational institutions, courses, qualifications, entry requirements and costs
- professional bodies
- employment sectors, employers, jobs, salaries and employment trends
- jobs, training and apprenticeships
- job demands and working life
- financial planning



### WHAT THIS MEANS IN PRACTICE

- Students are taught how to find and process information from year 7 onwards. They use objective information about the local and national labour market to make decisions that improve their careers and transitions into work.
- Students have access to accurate and up-to-date information, which plays a key role in raising aspirations and promoting social mobility. This information challenges stereotypes with regional and national LMI and support from Local Enterprise Partnerships (LEPs).
- Information is adapted to meet the needs of different learners. Special schools, for example, make good use of Makaton signs and symbols to support understanding of careers and employability for students with severe learning and communication difficulties.
- The careers information area is attractive, highly visible and contains carefully-selected resources that meet the needs of different groups. The area should be properly maintained, well-used and include a mix of printed information (careers books, posters, prospectuses), online resources (dedicated careers pages on the website and/or Virtual Learning Environment VLE) and in-house information (options booklets, alumni profiles, projects) to help students understand the range of different opportunities.
- Appropriately trained staff are on hand to offer students practical help with researching opportunities and using the resources. The staff should use social media to reach students and their parents and provide personal advice and guidance, particularly to students with intensive information needs.
- Your school arranges for students to gain information first-hand through encounters with employers and experiences of workplaces. Staff organise follow-up activities in the classroom to help students to personalise and maximise the benefits of these encounters.
- Local Enterprise Partnerships produce local labour market information to help students, parents and staff understand the changing labour market in their area. These resources are actively promoted by schools on their websites and at events, such as parents' evenings.

# GATSBY BENCHMARK 2

## Learning from career and labour market information

### WHY THIS MATTERS

- Access to up-to-date career and labour market information is important for social mobility. Information about pay, numbers of vacancies and alumni's successful transitions helps to connect students to a different future.
- Students with high aspirations often lack the knowledge to put their plans into action. Providing detailed information about progression routes, relevant courses and employers and useful networks strengthens their capacity to make effective choices and transitions.
- Students, parents and teachers need to be updated about new and developing routes and pathways, such as technical levels in occupational areas and the continued expansion of apprenticeships.
- Students need strong digital skills to make good use of online information about career exploration, making applications, self-presentation and professional networking.

### TOP TIPS FOR SCHOOLS

1. Check that you are making good use of resources available through your Local Enterprise Partnership, via the Enterprise Adviser Network.
2. Review your website and learning resource centre to ensure they cover all routes and engage the interests of students and parents. Share these key sources with link employers so that your students receive consistent messages. Involve users in feedback about the value and impact of the career and labour market information on offer.
3. Start early so that young people and their parents have a good amount of time to explore opportunities and build full and realistic pictures of the job market.
4. Ensure events and parents' evenings explain and promote the full range of opportunities in an impartial way, including emerging technical levels. This should also include information about local University Technical Colleges and studio schools to support decisions at the 14+ level.
5. Draw on JobCentre Plus schools advisers to come in to talk to pupils, parents and staff about local LMI and apprenticeships. Your Enterprise Adviser and Enterprise Coordinator will provide local contact details.
6. Train older students to support younger colleagues to make use of key careers information resources.
7. Make use of a wide range of media to encourage students in their career exploration including social media, posters, websites and physical resources. Develop a careers assembly plan that identifies careers information topics appropriate for each year group.

### TOP TIPS FOR EMPLOYERS

1. Check out the sources of information that the school promotes to its parents and students as part of your preparation.
2. Share additional insights, sources and contacts from your own sector and from your LEP so that teachers, Careers Advisers and students have a more rounded picture of opportunities.
3. Provide references to good sources of information as part of employer engagement events.
4. Encourage students to undertake follow-up research so that they can find out more and start to put plans into action.
5. Provide practical examples of how different subjects are used within the workplace so that students value the skills and knowledge they are developing at school.
6. Illustrate your talks with film clips or job profiles from free careers resources, such as [I Could](#) or the [National Careers Service](#).
7. Bring talks to life with concrete case studies that show diverse pathways and job opportunities in your organisation. You should also provide your organisation's websites with details of entry requirements.
8. Share your insights into trends in the labour market as part of your contribution but encourage students to do their own research too.
9. Contribute to the training of teachers and Careers Advisers about changes in the labour market to ensure those working directly with students on a day-to-day basis are up-to-date.
10. Listen to what young people say about careers information and share these insights with schools and the Enterprise Adviser Network to support ongoing improvement in the impact of careers messaging.

# GATSBY BENCHMARK 2

## Learning from career and labour market information

### EXAMPLE RESOURCES

- Connect with your Enterprise Adviser or Enterprise Coordinator to access local information including encounters with employers and experiences of workplaces.
- See how some of the 800 job profiles on the [National Careers Service site](#) can help illustrate careers activities and offer online guidance for young people.
- Obtain the [labour market summaries for your LEP area](#). These will provide useful information on major employers and sectors and developing trends.
- [LMI for All](#) is an online data portal that connects and standardises existing sources of high quality, reliable LMI. You can make use of the customisable Careerometer Widget for your school website.
- [Nomis](#) is your one-stop shop for labour market information. The summary pages provide key trend data about a local area.
- [I Could](#) provides 1,000 different video clips of LMI and personal career stories to help students explore different career routes and pathways.
- [Get In Go Far](#) is the government portal for information about apprenticeships, with a linked website to find live apprenticeship vacancies.
- [Amazing Apprenticeships](#) provides ideas from Apprenticeship Champions on how to promote apprenticeships. The site also provides free talks and guidance to schools via the Apprenticeship Support Knowledge service (ASK).
- [National Careers Week](#) provides a range of posters, inspirational quotes and links to the Royal Bank of Scotland Kickstart resources.
- [This government tool](#) allows you to use your postcode to search for courses and qualifications available in your local area.
- [Higher Education Funding Council for England](#) helps you identify the Single Points of Contact in your Higher Education Networks, along with local outreach events such as summer schools and advice and information on progression.
- [Prospects Education Resources](#) keeps you up to date on new and popular costed careers resources, posters and software.
- [Career Companion](#) is an independent and impartial guide to careers information on the internet (subscription required).
- [Federation for Industry Sector Skills & Standards](#) provides free, sector-specific careers information for young people through the network of Sector Skills Councils (SSCs).

# GATSBY BENCHMARK 2

## Learning from career and labour market information

### EXAMPLES OF GOOD LEARNING FROM CAREERS AND LABOUR MARKET INFORMATION

#### Example 1

Ellowes Hall School, an 11-18 secondary school in Dudley, recently undertook a wholesale revision of the careers section of its website. Sixth-form students took the lead on the design and construction of the website and through extensive consultation with all year groups, ensured that the content on the site met students' needs. The updated site provided relevant labour market information on a wide range of career sectors tailored to the interests of students, such as current vacancies. Beyond the website, the school also has a Careers Adviser who makes time to support students with individual queries.

#### Example 2

Classroom assistants in a specialist unit for very vulnerable students develop large posters for each young person. The posters provide details of each student's career journey and the labour market information they need to help them progress. The careers posters are encouraging and inspirational as a lot of time and effort is put in to tailor them for each student.

#### Example 3

Ofsted recently praised an outstanding central London school for the fact that its "students receive excellent advice about their career options, training and employment opportunities from year 7 onwards."

The school makes good use of branding to raise the profile of post-16 progressions support. Students are encouraged to think about the behaviours and skills that help them to open the "DOOR" – Dedicated, Organised, Opportunities and Resilient – to their careers. A comprehensive school careers website includes success stories from former students and provides access to a range of resources to help choices at key points of transition. The school has a Unifrog licence, which enables them to support exploration of higher education and apprenticeships. The annual report to governors noted an increase from 6% to 20% in the number of students accessing apprenticeships.

Communication of the provision is a strength and the school sends out a detailed monthly bulletin to students and families. The school also issues a parents' handbook in year 7 to explain their careers offer. The head of employer engagement is making plans to improve the physical careers space at the school, has visited other schools and colleges to develop her ideas. The school has excellent links with the employer community and its students have access to a wide range of employer encounters.

#### Example 4

A collective of schools and colleges in the north east regularly meet with their LEP to form a LMI working group. Together, they review existing sources of information, identify gaps, share good practice and develop resources to share across the community.

# GATSBY BENCHMARK 3

## Addressing the needs of each pupil

### WHAT GOOD LOOKS LIKE

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- 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.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.



### WHAT THIS MEANS IN PRACTICE

- The school has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.
- The school takes regional and national labour market information and destinations patterns into account. It grasps the regional and inter-school differences in the proportion of students securing apprenticeships at both key stage 4 and key stage 5. The school also addresses the significant differences in the take up of science, technology, engineering and mathematics (STEM) subjects and higher education progression on both a regional and gender basis.
- Students benefit from provision targeted to their needs. Students with special education needs and disabilities (SEND) face additional challenges in progressing from school to further learning and work. In mainstream schools, the needs of vulnerable and at-risk students are met through a specifically designed careers programme and additional support, including mentoring. Employers and other local partners are active in improving these students' chances of developing an independent life and taking their first steps into jobs and courses.
- Well-kept records enable staff and partners to track the consistency and impact of the careers and enterprise programme. Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, Careers Advisers, mentors and the students themselves. Teachers and Careers Advisers maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into their information management systems, such as SIMS, GroFar or other products. This helps schools to manage agreed actions and next steps, and to provide students and their parents with ongoing support.
- The school strengthens students' personal agency and self-advocacy skills by encouraging them to access and take ownership of their career development records. Some schools are developing student careers records using Google Classroom or working with initiatives like PixL Edge to help students develop and maintain a journal of their employability skills. Students should be able to draw on careers experiences and employer encounters and turn them into a clear and compelling story for applications and interviews.
- The school collects and maintains accurate data for each student around their education, training and employment destinations for at least three years after they leave. This information is shared with current students to support ongoing review and evaluation of the careers and enterprise programme.

# GATSBY BENCHMARK 3

## Addressing the needs of each pupil

### WHY THIS MATTERS

- Profound inequalities exist across different courses and jobs sectors. These affect national productivity and individual wellbeing. For instance, based on WorldSkills UK figures, 9% of professional engineers are female, 99% of beauty therapists are female and 95% of computer game developers are male. The gender pay gap is further evidence of a need to ensure our careers and enterprise provision tackles underlying inequalities. One analysis by Deloitte estimates that at the current rate, the pay gap will not be eradicated until 2069 – 99 years after the Equal Pay Act.
- The Social Mobility Barometer Poll shows half of people believe that where you end up in society is mainly determined by your background. Four in five believe that there is a large gap between the social classes in Britain with poorer people held back at every stage. 71% say there are significant differences in opportunity depending on where you live in the country. The poll uncovers deep social pessimism amongst students and calls for a coalition of businesses, communities, councils, schools and universities to champion a level playing field.
- According to Mencap, only 6% of people with learning difficulties are currently in paid employment, despite the fact that 60% want to and are able to be.
- Students with SEND are the most likely group to be absent or excluded from school according to recent Ofsted findings. They are also less likely to achieve in terms of their attainment and progression.
- Progression to higher education varies from under 10% in some schools to over 90% in others. This divergence is a focus for the National Collaborative Outreach Programme (NCOP) and solutions rely in part on more effective careers and enterprise programmes.

### TOP TIPS FOR SCHOOLS

1. Use the Compass evaluation tool to assess how well existing provision meets the needs of all students.
2. Review the learning goals, mind-sets and skills your students need for progression.
3. Explore destinations figures for key stage 4 and post-16 students and identify any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme.
4. Consult with your students about what they see as the most important barriers in making good post-school progression.
5. Ensure that your careers programme contains specific plans for groups of students who need tailored support to make effective career transitions.
6. Identify careers programme providers who, in collaboration with your Careers Adviser, other schools and Enterprise Adviser, can support the enhancement of your programme.
7. Develop and maintain systems for recording individual advice and careers interventions given to each student.
8. Help students to be proactive career managers by maintaining their own records of career development.
9. Collect and maintain accurate data for each student on their education, training and employment destinations after they leave school.
10. Use your information on student destinations to draw together a list of alumni who can support your careers and enterprise programme.

# GATSBY BENCHMARK 3

## Addressing the needs of each pupil

### TOP TIPS FOR EMPLOYERS

1. Consider how you can support special schools with employer encounters and work experience. Talk to other employers in your area who have had positive experiences working with SEND students, for example, National Grid and their [EmployAbility programme](#).
2. Consider how you can offer mentoring support to more vulnerable students through proven mentoring programmes, for example, Talentino, Young Enterprise or Youth at Risk.
3. Draw advice from teachers and specialist agencies, such as the National Autistic Society, on how best to accommodate and support students with SEND.
4. Ensure that you share the learning goals and mind sets schools are seeking to develop through employer encounters and experiences of work.
5. Work with the school to embed equality and diversity into your programme of support through use of positive role models and other approaches.
6. Review how far your support is reaching all students with the school.
7. Assess with the school how your contribution provides students with the knowledge and support they need for the next phase of their journey.
8. Work with schools to explore the opportunity to talk to parents as well as students about work opportunities to help broaden families' horizons.
9. Share personal stories about overcoming barriers and accessing support.
10. Support schools to record careers events and activities through systematic evaluation.

### EXAMPLE RESOURCES

- You do not have to undertake the strategic overview of career learning goals by yourself! Check out the [framework offered by the Career Development Institute \(CDI\)](#) for key stage 2 to 5. The CDI website includes a range of audit tools to help schools take stock of existing provision against these outcomes.
- In planning your provision, look at the [percentage of students in sustained education, employment or training](#) and break this down to include gender, ethnicity, special needs and level of disadvantage.
- Consider how the [Access Toolkit](#) developed by TeachFirst could help teachers know what they can do, every day, to support the post-school progression of students.
- Investigate resources that challenge stereotypical thinking, including Lesson 6 in the [WorldSkills UK Career Planning Toolkit](#) or this [Equality Act 2010 lesson on TES](#).
- Explore the lessons from the [Aspires project](#), which looked at family influence on science capital.
- Check out [the national guidance for schools](#) on meeting equality law in relation to careers provision and advice on academic options.
- Make use of your local authority, as they collect and collate destination data.
- Career programme providers, such as [Career Ready](#), are funded by The Careers & Enterprise Company to work with employer volunteers and targeted students through mentoring and workshops to increase engagement and academic progress.
- The [SEND Gatsby Benchmarks Toolkit](#) can help better understand the career landscape for young people with special educational needs and disabilities (SEND).

# GATSBY BENCHMARK 3

## Addressing the needs of each pupil

### EXAMPLES OF SCHOOLS ADDRESSING THE NEEDS OF EACH STUDENT

#### Example 1

At Park Campus PRU, a short stay unit in Lambeth, huge efforts are put into encouraging student attainment and re-engagement with education. Teachers use Doodle to track the progress of individual students in personal, social and health education (PSHE), with students responding to statements such as, "I can identify different types of career pathways that I would be able to follow".

The unit adopts a multi-agency approach to developing a profile for individual students, where a learning mentor maintains a detailed key stage 3 and key stage 4 profile, including the careers-related activities they have participated in. From this, the mentor helps students to draw up a CV identifying the relevant experience and skills they have developed. Students also complete work experience diaries.

All students have a comprehensive Leavers' Folder or National Record of Achievement. Drawing on their work experience placements and personal development activities, they include:

- a letter from the Principal
- a record of the functional skills they have developed at the unit
- all of their certificates and references
- The school holds a leaving ceremony attended by parents to celebrate students' achievements and present them with their Leaver's Folder.

#### Example 2

A school in the north east have worked with Future First to build an alumni network. The alumni then feed into the 'Inspire' careers programme, which encourages them to attend careers fairs, support presentations and awards and work on projects with current students.

#### Example 3

Calderstone's School, a specialist science college in Merseyside, has worked with the Enterprise Adviser Network to survey year 7 to 13 learners about their career aspirations and interests, including subjects and extra-curricular activities. The school now has a comprehensive database identifying the motivations, subject preferences and predicted grades of each student.

The senior leadership team is working with the Enterprise Adviser Network to analyse, map and plan the most appropriate opportunities against the identified labour market need in the local area. This includes raising awareness of apprenticeship opportunities to ensure each student benefits from personalised and meaningful encounters with employers. The school plans to monitor and evaluate each encounter via student feedback and update the database to further develop the profiles of each student.

Students will be able to prepare other students for similar experiences, providing feedback in classroom settings, registrations and assemblies to inspire further engagement and refine the delivery model.

Teachers liaising with employers also add labour market intelligence and comments to the database to further drive up the quality of experiences. This intelligence is then shared with subject leads so they can promote encounters with employers and tailor labour market messages to their subject areas.



# GATSBY BENCHMARK 4

## Linking curriculum learning to careers

### WHAT GOOD LOOKS LIKE

All teachers link curriculum learning with careers.

- **Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.**
- **By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.**
- **All subject teachers emphasise the importance of succeeding in English and maths.**

The three main ways of delivering careers in the curriculum are:

- Providing career learning as a subject in its own right: in this approach careers content is delivered as a discrete curriculum, e.g. careers education or as part of PSHE.
- Incorporating career learning within other subjects: In this approach careers content is delivered through subjects, e.g. personal financial planning skills taught in maths, self-presentation skills taught in English. Ideally this approach both provides career learning and enhances the subject learning e.g. by showing how a mathematical technique is used in the real world and bring employers into the classroom.
- Organising career learning through co-curriculum activities (e.g. enrichment activities strongly connected to the formal curriculum: In this approach careers content is delivered through informal and voluntary learning activities which have a strong connection to the curriculum e.g. STEM clubs to build on student's interest in science, technology, engineering and maths.

STEM subjects – science, technology, engineering and maths – have received the most support in this area. We can learn a lot from the initiatives to promote careers in STEM through career-relevant subject teaching. The health of our economy depends on the skills and experience and knowledge that our young people develop whilst in education to ensure they can meet the minimum expectations of employers and successfully transition into work.

All subject teachers should emphasise the importance of succeeding in English and maths. Science subject teachers should highlight the relevance of science for a wide range of future career paths. For this reason, linking curriculum learning to careers is relevant to the work of all teachers.

### WHAT THIS MEANS IN PRACTICE

- The school adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning. This is not about making a subject more popular. It is about making subjects more relatable and relevant to everyday and working life. Real-life contexts and examples from the world of work can make subjects easier to understand and help students feel more engaged in their learning. Above all, linking curriculum learning to careers can boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for further study and how the subject can be combined with others to give access to different pathways.
- Each department or faculty produces schemes of work and lesson plans which show how career-relevant learning will be embedded in their teaching. They use a variety of approaches, with some schemes of work setting up dedicated careers-related units or modules at the beginning or end of courses. They devise lessons that include career-related learning, inserts, activities and a plenary. Their planning also makes clear how career-related subject learning will be assessed and, where appropriate, accredited.
- Teachers are confident at talking about careers related to their subject matter and understand the routes, pathways and the skills in demand from employers, this might include CPD for subject teachers and the opportunity to visit relevant industries. Subject teachers will understand the school process to access potential employers or alumni and regularly look to increase contact and develop relationships with key local and national employers.
- Creating industry-focused work streams for students is another way of emulating industry within the curriculum. Solving or addressing a real-life problem or project can develop a whole range of employability skills such as communication and team working. Students involved in previous years can become mentors to new cohorts of students and develop their skills even further. These projects can bring numerous subjects, including maths, English and science, to life. They illustrate how each subject helps prepare the students for working life.
- The school recognises that the reach of subject teaching is far greater than what can be achieved through a limited amount of careers education sessions. These distinct careers education sessions can be used to pull together and complement everything learned in subjects, encounters with employers and experiences of workplaces to help students understand the skills and knowledge they are developing and the impact this has on their futures.

# GATSBY BENCHMARK 4

## Linking curriculum learning to careers

### WHY THIS MATTERS

- Subject teachers are highly influential – students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.
- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.
- Students are given the opportunity to develop their career thinking and to acquire important career management and employability skills.
- Students become more aspirational, understanding that perceived barriers can be overcome and that there are numerous pathways to success.

### TOP TIPS FOR EMPLOYERS

1. Meet with heads of curriculum that relate to your industry and network to understand how you might help to bring their specific modules to life. Visit the education, training and skills section of GOV.UK to find out what you need to know about the curriculum. Sign up for email alerts to stay well-informed.
2. Ask your Enterprise Coordinator for relevant reports or resources to provide examples of best practice.
3. Take up invitations to participate in activities and events at options time. Students and their parents are particularly receptive to messages about careers around this time. Students choose subjects they will study up to age 16 in year 8 or 9 early in the spring term. Post-16 options are chosen towards the end of the summer term in year 10 and the first part of the autumn term in year 11. The key period for post-18 options is the second half of the summer term in year 12 and the autumn term in year 13.
4. Work with subject teachers to develop problem-based challenges. These will show how the perspectives, methods and skills developed through subjects are used in working life to solve real problems.
5. Volunteer as a presenter, adviser or judge to help the school or college run curriculum enrichment activities, such as STEM clubs, Young Enterprise, Dragons Den and Apprentice of the Year competitions.
6. Actively look for colleagues and individuals in your network that would be relatable role models and inspiring speakers to students and teachers within your school
7. Get in touch with your professional body to find out what resources they have developed to support careers in the curriculum.

### TOP TIPS FOR SCHOOLS

1. The Gatsby report acknowledges that this benchmark is aspirational. Identify the subject areas or teachers that can pilot this work and use their success to bring other teachers and curriculum subjects on board.
2. Refer to our report, '[Careers in the curriculum, what works?](#)', for guidance on the range of interventions which allow students to encounter career learning as part of their everyday school curriculum.
3. Schools often report initial inertia from teachers in linking curriculum learning to careers because of their existing priorities and workloads. However, once they get going, they quickly become creative, resourceful and energetic.
4. Take up the offer of Enterprise Advisers and Enterprise Coordinators who are keen to work with you in linking curriculum learning to careers.
5. Consult with your Enterprise Coordinator to find inspiration in various case studies and resources highlighting good practice, such as those from the [Gatsby](#) or [Forum Talent Potential](#) websites.
6. Encourage teachers who have moved into teaching from other jobs to make their previous experience and expertise available to students, try to build a positive culture of applied learning.
7. Identify curriculum hotspots by scanning national curriculum subject specifications and spotting opportunities to develop careers-related content.
8. Avoid overloading career-relevant lessons with too many learning objectives and be aware of the danger of choosing contexts that over-complicate subject learning.
9. Take advantage of any collaborative arrangements, such as the school's membership with a consortium or multi-academy trust, to develop careers in the curriculum approaches jointly.

We will be bringing out more resources to support linking careers to curriculum learning in due course.

# GATSBY BENCHMARK 4

## Linking curriculum learning to careers

### EXAMPLES OF SCHOOLS LINKING CURRICULUM LEARNING TO CAREERS

#### Example 1

Tomorrow's Engineers is a programme that promotes the vital role of engineers and engineering to society through coordinated schools outreach and careers inspiration activities. Led by EngineeringUK and the engineering community, Tomorrow's Engineers have designed careers resources for students between 11 and 14 that support the national curriculum, cover regional variations and promote the range of routes into engineering. A school in Suffolk is working on a STEM-related project, which gives students hands-on experience in the real world as part of the curriculum. The impact on girls is especially notable, with 45% reporting they know a lot about engineering, compared to 16% in the UK overall.

#### Example 2

Year 11 students at an 11-16 school in the east of England take part in 'mock job interviews' for their GCSE English speaking and listening assessment. Students choose a job from a booklet put together by every subject department and submit their applications. They write a targeted CV and think about possible interview questions before their mock interview.

Students perform better in their speaking and listening assessment because they recognise the real-life purpose of the activity.

#### Example 3

[Forum Talent Potential](#) has numerous examples of how subject teachers have utilised the opportunities with local employers to enhance their existing curriculum and subject matter.



# GATSBY BENCHMARK 5

## Encounters with employers and employees

### WHAT GOOD LOOKS LIKE

**Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.**

- **Students should participate in at least one meaningful encounter with an employer every year between years 7-13.**
- **Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.**

### WHY THIS MATTERS

- Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.
- The 2016 Education and Skills Survey reported “a gap between education and the preparation people need for their future,” as well as “a gap between the skills needed and those people have”. Employer encounters help address these gaps in skills and knowledge.
- Social background has a profound effect on progression in learning and work. Expanding employer encounters broadens students’ horizons for action and fosters community cohesion. The King’s College London’s Aspires project found that students with low social capital stand to benefit most from improved careers education and links between education and employers.
- Structuring employer encounters within the school curriculum strengthens aspirations and attainment. It supports students to take action to achieve their full potential.
- New jobs are emerging, many in growing sectors like digital technology. First-hand encounters expand a student’s understanding of areas of growth.
- The Bank of England estimates up to 15 million jobs in the UK are under threat of automation over the next 2 decades. It is vital that students have first-hand contact with employers to help their understanding of the skills needed for their futures.
- There are significant ongoing weaknesses in the science, technology, engineering and mathematics (STEM) talent-base, including under-representation of women and minority groups. Well-planned employer encounters can help address this imbalance.

### WHAT THIS MEANS IN PRACTICE

- Employers and schools work together in creative ways to ensure students build a rich picture of the world of work and are well prepared to take up workplace opportunities. Schools provide first hand encounters with employers as part of careers and enterprise programmes for years 7 to 13 and celebrate these links in their prospectuses and on their websites. They build sustainable relationships with large and small employers and plan mentoring, careers talks, mock interviews, enterprise competitions and workplace visits. The encounters are well planned and help to increase student enthusiasm and confidence. The Gatsby Charitable Foundation has defined a meaningful encounter as ‘one in which a student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.’
- Students should participate in at least one meaningful encounter with an employer every year between years 7-13. In years 7 and 8, the focus may be on exploring the student’s interests and motivations and developing a broad understanding of the world of work. In year 9, the focus may be on building aspirations and exploring career opportunities in more detail, including challenging stereotypes. Year 10 may be a time to address self-presentation and what employers want, while, in year 11, there is a practical focus on making plans and applications for post-16 learning. The post-16 study programme should include structured work experience, volunteering and personal development.
- Schools have strong and lasting links with local businesses, supported by the Enterprise Adviser. In some cases, links are sustained through the school’s governing body or fostered through programmes, such as Business Class from Business in the Community. Schools in rural areas or in regions where the local economy is under pressure rise to the challenge of developing a wide range of employer encounters. The contribution of Enterprise Advisers to the network is invaluable, building on the foundation of over 1,700 senior business leaders who have already volunteered to foster employer connections and offer strategic support to headteachers.
- Schools and employers draw on evidence of what works including The Careers & Enterprise Company’s ongoing study of the evidence base for each activity. They focus on:
  - the different effects for different kinds of activities
  - the sequencing of these activities to ensure they are age appropriate and progressive
  - the importance of effective implementation including proper briefing and debriefing.

# GATSBY BENCHMARK 5

## Encounters with employers and employees

### TOP TIPS FOR SCHOOLS

1. Conduct an audit of the existing range of employer contacts. Consider how well this meets the learning needs of students in every age group and addresses the individual needs of disadvantaged students.
2. Gather feedback from students about your employer contacts to drive ongoing improvement and respond to their range of interests.
3. Investigate practice in other schools and how careers programme providers and registered careers practitioners can support development.
4. Draw up a development plan linked to the careers and enterprise policy and your overall school development plan. This should be done in collaboration with an Enterprise Adviser and other key partners.
5. In collaboration with tutors and teaching staff, implement the plan for building the scale and range of employer contacts through the careers and enterprise programme.
6. Support the continuing professional development of staff through programmes such as the Career Leadership Certificate and attendance at events like The Skills Show, the Big Bang or the Careers Guidance Show.
7. Help students to record their learning and insights either as part of their student journals, or linked to overall school recording systems, such as PiXL Edge.
8. Make sure parents are aware of your employer contacts and support them to talk to their children about the learning and insights they gather.
9. Celebrate success by bringing in alumni and promoting details of events and activities to the wider school community, supported by organisations like [Future First](#).
10. Ensure there is proper preparation and debriefing from employer encounters.

### TOP TIPS FOR EMPLOYERS

1. Promote encounters as an exciting new staff development opportunity and a way of aiding retention, increasing motivation and attracting new recruits.
2. Build links with local schools and be prepared to reach out to both special and mainstream schools. Being rooted in local communities helps enhance your business reputation and diversifies your talent pool.
3. Ensure the role models and staff you deploy are well briefed and encourage interest and achievement from the broadest range of students.
4. Ensure consideration is given to what the students want to learn and the teaching activities that will best meet these.
5. Develop a shared approach with the school to plan and judge the general effectiveness of the encounters.
6. Explore ways in which both the teachers and students can benefit from the encounters.
7. See this as a long-term investment. Building relationships with local schools will help deliver sustainable high-impact programmes.
8. Share approaches and celebrate success within your sector and business networks.
9. Accept that success will not look the same to everyone and different routes and technical and academic pathways may be valid.

# GATSBY BENCHMARK 5

## Encounters with employers and employees

### EXAMPLE RESOURCES

- The Careers & Enterprise Company funds a range of providers who deliver high-quality employer engagement in schools. Our pilot '[Find an activity provider](#)' directory can help schools find programmes we fund, generally focused on employer engagements in schools.
- Review our [What Works series](#) for further guidance on encouraging encounters with employers.
- Audit what type of employer encounters are available for each year group using the [Compass evaluation tool](#) and identify gaps and objectives for improvement.
- [Explore one of 39 funded mentoring programmes](#) linking employers with schools to introduce the world of work to students.
- Access links to employers through your Enterprise Coordinator, who can connect you with the local National Careers Service Inspiration Agenda providers.
- Investigate how to embed career learning and STEM awareness in the KS3 curriculum with [STEM Education Reports](#).
- Investigate how employer contacts make a difference with the [Education and Employers Taskforce research, It's who you meet: Why employer contacts at school make a difference to the employment prospects of young adults](#).
- Explore practical ways to address youth unemployment through increased employer engagement via the [CIPD's Learning to Work campaign](#).
- [Barclays Lifeskills](#) offers comprehensive teaching resources on employability and digital skills to support effective employer engagement.
- Explore the [Career Development Institute's templates](#), including employer engagement requests, checklists on managing partnerships and sample employer evaluation feedback forms.
- [The STEM Ambassador Programme](#) provides inspiring role models to engage students with science and maths careers.
- Volunteers from the world of work including Inspiring Women can be sourced through [Inspiring the Future](#).
- Help level the playing field for state schools by providing access to eminent and influential figures across all industries and backgrounds from [Speakers4Schools](#) and [Founders4Schools](#).
- Create effective and mutually beneficial school-business partnerships through [Business Class](#) and draw on the [good practice case studies](#).
- [WorldSkills UK Champions](#) act as inspirational role models for future generations of apprentices in a range of technical skills as diverse as mechatronics and floristry.

# GATSBY BENCHMARK 5

## Encounters with employers and employees

### EXAMPLES OF ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

#### Example 1

St Peter's Catholic School in Surrey, an award-winning school for best practice in engaging employers in career development, offers a progressive programme of employer encounters to students in each year group.

The Careers Leader works closely with the senior leadership team to promote the importance of good careers work. Students hear from a range of visiting speakers and visit key careers events, such as the Big Bang Science Fair.

At the heart of the school's work is a careers and employability week for students in year 10. The week helps them plan their futures and inspire them to think big. The week includes:

- a Future Options Day
- a Business Day with a series of visits
- enterprise and team working activities
- workshops on topics like personal finance and Future Pathways
- how to stand out at interview
- setting up a professional profile on LinkedIn
- job sites
- volunteering.

The week relies on the contribution of over 120 external contributors.

Parents are actively encouraged to support students in reflecting on their own experiences and a parents' guide encourages further research on the year 10 careers information section of the school's virtual learning environment.

Each of the strands of the week are supported by engaging and up-to-date student briefing sheets.

#### Example 2

Lloyds TSB had a recruitment drive in the Merseyside area. The recruitment campaign included a range of assessment exercises:

- psychometric measure
- team work and observation
- desktop exercise
- verbal communication and presentations
- panel interview.

An Enterprise Adviser took heads of year in his link school, Notre Dame Catholic School in Liverpool, through the recruitment and selection process to develop a stronger understanding of real life recruitment.

They communicated this to students so that they would understand more fully the demands of employers and the labour market. Teaching staff came back from the selection day with an up-to-date experience of employer recruitment that they could share with students and refer to within the curriculum.



# GATSBY BENCHMARK 5

## Encounters with employers and employees

### EXAMPLES OF ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

#### Example 3

Career Connect in the north west has been funded by The Careers & Enterprise Company to develop a range of STEM-related careers and local labour market information resources. These resources will support student understanding of emerging opportunities, career and qualification choices and the jobs of tomorrow. The programme is called, “Jobs for Tomorrow: Preparing and Inspiring Students for the World of Work,” and involves employers, Enterprise Advisers and apprentices across the region working collaboratively to develop high-quality resources, including:

- overviews of the STEM-related sectors
- case studies
- filmed interviews with apprentice employees and employers
- information on progression routes and lesson plans
- links to further sources of support and information.

The resources have been well received and shared widely with teaching staff, students, Enterprise Coordinators, Enterprise Advisers, careers professionals and partners. This provides an insight into the current and future labour market opportunities available in the region. The resources are also a helpful and cost-effective way of preparing students for workplace experiences. You can find these resources at: [Jobs for Tomorrow](#)

#### Example 4

Year 10 and 12 students at University Technical College (UTC) in South Durham had the opportunity to attend an interactive talk by Ferrari F1 engineer, Phil Houghton. The event was designed to give the students insight into the variety of career paths available to them. You can read a full description of the event at: [North East LEP](#)

“

*As a Chartered Mechanical Engineer myself, together with the team at the UTC, we wanted to spark the imaginations and allow the students to ask first-hand questions about Phil's career to date and open their eyes at the many options available to them.*

*An education at UTC South Durham is the perfect place to develop a career in engineering, and in my role as an Enterprise Adviser I hope we can set up many more similar talks over the next year.*

**Steve Pugh**

*Managing Director, The Bignall Group and Enterprise Adviser at UTC South Durham*

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# GATSBY BENCHMARK 6

## Experiences of workplaces

### WHAT GOOD LOOKS LIKE

**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 student should have had at least one experience of a workplace, additional to any part-time jobs they may have.**
- **By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.**

A workplace visit gives students the opportunity to see a work environment first-hand, observe work processes and talk to staff about their roles. They may also use the visit to investigate a topic, issue or problem related to a subject they are studying.

Work shadows see a student follow an employer or employee at work for a day or longer to find out what they do. It allows students to find out about aspects of a particular job they would not have access to through a work experience placement.

Work experience involves students doing real work tasks in a workplace. They may do one day a week over a few months, such as supported internships for college students, doing technical courses or a one or two-week block.

### WHAT THIS MEANS IN PRACTICE

- Experiences of workplaces are part of a structured programme of work-related encounters at each stage of a student's course or education, rather than a bolted-on arrangement. Students, parents, teachers and employers fully understand their scope and purpose. Younger students and students in academic or general education explore careers and the world of work, relate their learning to the real world and develop their employability skills. Post-16 students, especially those in technical education, focus on activities closely aligned to their study programmes.
- Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests, often with the help of their families. The school monitors the quality of placements offered to students from deprived backgrounds to ensure that they are not unfairly disadvantaged.
- Students are prepared well for the experiences they are about to have. This is more than just dealing with organisational matters. It is about framing learning so that students know what they can get from the experience. Schools work closely with employers to make the experiences as positive as possible.
- Students are well-supported during the workplace experience and have opportunities to talk with a trusted and familiar adult about what they are doing and finding out.
- After the experience, students undertake structured reflection in a specially-arranged session and/or in subject lessons to reinforce what they have learned.
- Employers provide valuable feedback to the school. They provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school.
- Consider alternative models of work experience to ensure time is well structured and has maximum impact. This could mean there is less focus on the length of the work experience and more on quality and evaluation.

# GATSBY BENCHMARK 6

## Experiences of workplaces

### WHY THIS MATTERS

- Fewer students are experiencing the world of work through part-time jobs – only 18% of 16 to 17-year-olds, down from 42% in 1996.
- Students learn employability skills, such as treating customers well and business awareness, much more effectively in real work situations. Over 95% of schools identify employability skills and increased self-confidence as key benefits of experiences of work.
- Students can gain important insights into their career interests and values, which will help them with their future decision making.
- Career management skills, such as organising, negotiating, networking and self-presentation can be practised.
- Students can develop and apply skills they are learning at school.
- Experiences of work are part of the talent pipeline for businesses looking to recruit school leavers and apprentices.
- Experiences of work give young people a competitive advantage – about 80% of employers think work experience is essential and two-thirds of employers would be more likely to hire a young person with work experience over someone with none.

### TOP TIPS FOR EMPLOYERS

1. Schools must decide whether adults working with pre-16 work experience students need to be vetted by the Disclosure Barring Service.
2. Set open-ended and real-life projects to inspire students and develop their enterprise and problem-solving capabilities.
3. Formulate a policy for your organisation around the links you want to have with schools. It should explain the business and philanthropic case for having links, such as social responsibility and bringing on the next generation, and enable you to prioritise your use of resources.
4. See your organisation's links with schools as a training and development opportunity for your staff, especially for newly-appointed staff who can learn valuable skills while supervising students.
5. Participate in local collaborative networks such as the local enterprise partnership, local chamber of commerce, Rotary or similar grouping to co-ordinate and plan links with schools.
6. Explore different work experience models and get accredited with the [Fair Train work experience quality standard for employers](#).

# GATSBY BENCHMARK 6

## Experiences of workplaces

### TOP TIPS FOR SCHOOLS

- Successful schemes depend on building on staff and local contacts to establish strong and sustainable relationships with employers.
- Never be afraid to ask – most employers will agree to help if they can.
- The satisfaction levels of students and employers drop considerably when arrangements are made at the last minute and when the matching of students to placements is poor.
- Make sure that students and employers are clear about the purpose of the activities you are arranging.
- Employers know that schools are busy places but they are likely to be just as busy. Remember to make every effort to communicate well with the businesses that support you, for example, give employers feedback on what they have done for your students.
- Ensure that preparation of students goes beyond just spelling out the essential practical arrangements to cover potential learning opportunities. Staff satisfaction tends to be higher when workplace experiences are embedded in curriculum learning.
- Ensure a full debrief takes place with the student to help them understand the learning outcomes from their placement.
- Staff support for students during placements is very important – students want a trusted and familiar adult who they can talk to about their experience.
- Structured opportunities to reflect on their activities is the difference between 'having an experience' and 'learning experientially'.
- Monitor the participation of individual students to ensure a balance between support for their current thinking and challenging them to explore opportunities they have not considered previously.
- Assess the impact of your scheme on equality, diversity and inclusion. This means, for example, taking steps to ensure that students without good family connections are not disadvantaged and that your scheme does not perpetuate occupational stereotyping. Support the Social Mobility Foundation's [One +1 campaign](#) to encourage professionals to support less well-connected students.

### EXAMPLE RESOURCES

- Your Enterprise Coordinator will have details of all local providers of work experience programmes.
- Read our report, '[Work experience, job shadowing and workplace visits, what works?](#)', to find out more about the effectiveness of these activities, and for examples of best practice
- Your local Jobcentre Plus Support for Schools Adviser can help with sourcing work experience placements.
- [Barclays LifeSkills](#) produces a guide to organising and managing work experience as well as other resources for students and staff.
- [Founders4Schools](#) helps schools connect to local business leaders in high performing businesses
- [RBS Career KickStart](#) produces careers lessons for teachers to use and resources for students.
- [TeachFirst's Access Toolkit](#) provides schools with ideas and resources to help students make the most of their experiences of work.
- The Career Development Institute has produced, "[Why Does Employer Engagement Matter? A tool kit for managing employer activities in schools and colleges](#)"
- A search on 'work experience diaries and logbooks for schools' will yield many useful examples, including [Barclays LifeSkills work experience log](#).
- A number of awarding bodies offer accreditation for students who have completed work placements, including ASDAN Certificate of Personal Effectiveness and their Careers and Experiencing Work short course.
- [DBS checks](#) for pre-16 work experience students may be required.

# GATSBY BENCHMARK 6

## Experiences of workplaces

### AN EXAMPLE OF A WORKPLACE EXPERIENCE

In an 11-18 school in the East Midlands, students in year 9 take part in a one-day work shadowing day, based on the 'Take your son or daughter to work day' model.

Then, in the summer term of year 10, students have a one-week work experience placement for which they are well-prepared in personal, social, health and economic (PSHE) lessons.

When they return to school, they have half a morning off to discuss their placements in small groups and to produce a mock newspaper article about something that happened to them on their placement.

Year 12 students have a one-week work experience or work shadowing placement in the summer term. It is enquiry and problem-based so that students can gather information and evidence they need for extended project qualification or another purpose.

Students draft 100 and 250-word descriptions of what they achieved on their placements for future CVs, personal statements and application forms.



# GATSBY BENCHMARK 7

## Encounters with Further and Higher Education

### WHAT GOOD LOOKS LIKE

**All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.**

- **By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.**
- **By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.**

Meaningful encounters with providers cover a wide range of ways young people can learn about their post-compulsory school options. They provide off-site visits and direct interactions with key roles, such as lecturers, current students of apprenticeships.

Providers include:

- apprenticeships and other work-based training
- further and higher education.

### WHAT THIS MEANS IN PRACTICE

- Enterprise Advisers and Enterprise Coordinators work closely with local institutions and agencies on a collaborative and strategic approach. All partners – schools, colleges, universities, local authorities, careers guidance providers, parents/carers, employers and the wider community – have a common understanding of local needs and solutions. Co-operative working makes it easier to organise big events, such as careers, skills and higher education fairs.
- Schools have a multi-pronged approach to ensure students are well-supported to choose pathways they value post-18. They start this work long before students reach the point of decision as evidence shows that raising aspirations and building resilience is effective from year 7 or earlier.
- The school acts in the best interests of students. It recognises and accepts that students post-14 have the possibility of going to a university technical college or a studio school, rather than simply choosing what subjects to take at GCSE and equivalent.
- The school makes maximum use of its flexibility to organise suspended timetable days for different year groups, such as careers and higher education preparation days for year 12s in the summer term.
- The school ensures encounters with further and higher education are part of an overall approach that encompasses:
  - personalised and small-group information, advice and guidance
  - carefully selected sources of information, including digital and print-based, which are promoted through the school's website, newsletter and social media
  - a planned programme of on-site and off-site encounters with further and higher education to strengthen accessibility, outreach and transition-preparedness for targeted groups, such as Pupil Premium, gifted and talented students and students with special educational needs and disabilities
  - close co-operation with parents, families and carers in recognition of their key influence on children's thinking and decision-making, specifically to develop their capacity to talk about careers with their children and encourage family learning.

# GATSBY BENCHMARK 7

## Encounters with Further and Higher Education

### WHY THIS MATTERS

- Exposure to higher and further education and to apprenticeships, helps raise aspiration and allows young people to make the right choices for them. At the moment many more young people have encounters with higher than further education.
- The UK's future depends on all of our young people finding the right path for them and fulfilling their potential.

### TOP TIPS FOR SCHOOLS

1. For programmes of support to be successful, they need to start in key stage 3. A useful rule of thumb is to inspire students in years 7-9, reinforce key messages in years 10-11 and prepare students for making their choices in years 12-13.
2. Avoid making judgements about the prestige and status of different pathways and providers in case you unwittingly influence your students inappropriately.
3. School budgets are tight but engaging in Gatsby Benchmark 7 activities are more people intensive than cash intensive. Make sure to look at what you can achieve with the resources you have.
4. Track destinations of leavers over 3 to 5 years using a combination of quantitative data (to pick up on trends) and qualitative data (to pick up on stories). This will allow you to plan for the future.
5. See how the [National Collaborative Outreach Programme \(NCOP\)](#) supports target wards in each catchment area to promote higher education to students from disadvantaged backgrounds.

### TOP TIPS FOR EMPLOYERS

1. Outreach activities cannot be left to higher and further education institutions alone – employers can help tackle the deep-seated cultural and social reasons why young people from disadvantaged backgrounds are in danger of being left behind.
2. Highlight the significance of advanced further and higher education qualifications, including higher and degree level apprenticeships in your industry or sector.
3. Check with your professional body and/or HR department to ensure that you are passing on accurate and up-to-date information about the qualifications that are recognised in your industry and the wide range of entry points and routes.
4. Recognise that many parents still have an outmoded view of apprenticeships and may not have been to university or know how they have changed. Use your knowledge to bring them up to date.
5. Draw on your experience of applying for courses and jobs to pass on valuable advice to young people about being enterprising, determined and resilient when searching for apprenticeships or choosing higher education.
6. Anticipate the kinds of questions students may ask you. Asking direct questions about salary is not unusual so you may want to come armed with generalised information about salary ranges!

# GATSBY BENCHMARK 7

## Encounters with Further and Higher Education

### EXAMPLE RESOURCES

Download a calendar template from Word and populate it with further and higher education activities and events for your students.

Annual careers-related celebrations can be showcased in school or students can go along to national and local events associated with them. Examples include:

- [the Skills Show](#)
- [the Big Bang Fair](#) (science and engineering)
- [National Careers Week](#)
- [National Apprenticeship Week](#)
- [British Science Week](#)
- [International Women's Day](#)
- [National Mentoring Day](#)

Publicise [the university and college open day directory](#)

The Higher Education Funding Council for England guide to the national collaborative outreach programme aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020. Find out about activities in your area, such as mentoring programmes, taster days, summer schools and careers training for staff in schools and colleges.

The Sutton Trust [organise summer schools for disadvantaged students](#).

The Baker Amendment, put forward in February 2017, requires schools to give education and training providers the opportunity to talk directly to students about approved technical education qualifications and apprenticeships they offer.

Up-to-date information about apprenticeships for students, parents and staff can be found at:

- [GOV.UK Apprenticeships](#) and its [resources for teachers and advisers page](#)
- Jobcentre Plus
- [Amazing Apprenticeships](#)
- [Apprenticeships 4 England](#)
- [Not going to uni](#)
- [Get my first job](#)
- [The guide to apprenticeship frameworks for employers and training providers](#)

- [The guide to apprenticeships from the Education and Skills Funding Agency](#)
- The [parents' guide to apprenticeships](#) from the Education and Skills Funding Agency
- [Get In Go Far](#)

Up-to-date information about higher education for students, parents and staff can be found at:

- [UCAS](#)
- [Whatuni?](#)
- [Which? University](#)
- [Best course 4 me](#)
- [The complete university guide](#)
- [UK Course Finder](#)
- [Unistats](#) - the official website for comparing HE courses
- [The Student Room](#)
- [Student Finance England](#)

Information about Further Education can be found at:

- [Association of Colleges](#)
- [BTEC Qualifications](#)
- [Access to Higher Education](#)

# GATSBY BENCHMARK 7

## Encounters with Further and Higher Education

### AN EXAMPLE OF ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

#### Example 1

An academy located on the south coast is working with several charities to establish a network of volunteers and alumni at university or in apprenticeships.

They will support current students in a number of ways as informants, tutors alongside teachers in the classroom, mentors and role models.

Eligible students in years 7 to 9 experience multi-subject taster days at their local university.

Year 8 and 9s take part in a welcome day and evening graduation linked to choosing their GCSE and other options.

Key stage 4 and post-16 students benefit from conferences, master classes, experience days and residential summer schools, all of which are well-promoted through the school.





# GATSBY BENCHMARK 8

## Personal guidance

### WHAT GOOD LOOKS LIKE

- **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 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.**

A Careers Adviser can be internal, such as a member of school staff or external, provided they are trained to an appropriate level.

To be 'trained to an appropriate level', the Careers Adviser must hold a career guidance qualification at level 6 (degree level) or higher, according to the Career Development Institute. Careers Advisers are usually graduates with a recognised postgraduate qualification, although it is also possible to attain a qualification equivalent to graduate level through work-based training. They are qualified in careers guidance practice and theory.

Careers guidance activities include:

- listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims
- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests
- challenging pre-existing assumptions about what they are capable of
- demystifying learning and labour market systems and helping students understand progression pathways
- developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them
- building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards
- referring students to other agencies that can support them.

These activities should be available whenever significant study or career choices are being made and it should be expected for all students and timed to meet their individual needs.

### WHAT THIS MEANS IN PRACTICE

- Career conversations are an ongoing part of a student's school experience and personal guidance is an integrated part of the overall careers programme.
- The school offers personalised support tailored to students' needs and abilities. The advice is impartial and always in the best interests of the young person. It has an observable impact on their career and progression.
- The personal guidance on careers is closely integrated with the wider pastoral and student support system in the school. Senior staff, including the headteacher, heads of year, personal tutors, form teachers and learning support staff, consider students' career development as an integral part of their overall personal, social and educational development. Communication between staff is good and underpinned by effective information-sharing and record-keeping. Specialist inputs by career advisers are valued and acted upon.
- Career advisers work closely with staff to deliver a range of individual support to students, including:
  - one-to-one guidance at crucial points of decision-making, including year 8 and 9 option choice and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation
  - group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
  - advice to parents and students at careers fairs and parents' evenings
  - advertised drop-in sessions for students at lunchtimes and other times during the week
  - support on exam results days.

# GATSBY BENCHMARK 8

## Personal guidance

### WHAT THIS MEANS IN PRACTICE CONT'D.

- Career advisers also assist the school on planning provision, training staff and evaluating the programme.
- Schools may commission external support from a specialist careers guidance provider or employ a Careers Adviser directly. In both arrangements, best practice involves Careers Advisers upholding professional standards and continuing their professional development. In England, the Career Development Institute maintains a professional register and members subscribe to a code of ethics, which covers issues like competence, confidentiality, impartiality and equality.
- Students and parents are clear how to access personal guidance and can refer themselves at appropriate times for individual advice and support. The school is proactive in reaching out to parents who find it difficult to support their child's career development. Staff are also proactive in supporting students with complex lives, for example, young carers. Their needs are recognised and resourced with more intensive, wrap-around support, including ongoing mentoring.

### TOP TIPS FOR EMPLOYERS

1. Find out what arrangements the school has put in place for a student's personal guidance.
2. Assist the school in building coherence between the employer encounters and personal guidance.
3. Draw on the expertise of the Careers Adviser in getting to grips with the complex educational choices facing students and the destinations they choose. Help the Careers Adviser to work effectively with students by sharing information about employment trends in the organisation or sector you work in.
4. Ask the adviser for case studies and examples of students' aspirations to illustrate your talks or activities.
5. Work with the school to ensure students are prepared to benefit from employer encounters and experiences of work. Also ensure they have opportunities to reflect on what they have learned and how it relates to their career planning.
6. Encourage students to make best use of the personal guidance on offer.
7. If you receive feedback from students about access to or delivery of personal guidance, share it with the careers lead at the school.

### WHY THIS MATTERS

- Providing structured personal guidance time within the school enables students to focus on their future dreams and to set goals to achieve them.
- Research shows that students benefit from conversations with familiar and trusted adults who can challenge and support them.
- Access to independent and impartial professional career guidance is strongly valued by students and parents and is a recurring feature of good provision.
- Personal guidance helps students to consolidate and reflect upon their vocational identity, career decision making and self-efficacy. It is a focal point for making sense of the vital ingredients in the careers programme including encounters with employers and higher education, experiences of workplaces and career learning in subjects.
- Research evidence confirms that personal guidance has an observable impact on a student's career and progression.

8. Work with the school and the Careers Adviser to ensure personal guidance connects to other careers interventions and forms a meaningful whole.
9. Share information with schools about how you and your organisation support career development for new recruits and existing staff.

# GATSBY BENCHMARK 8

## Personal guidance

### TOP TIPS FOR SCHOOLS

1. Ensure that you have a clear analysis of the guidance needs of your students and how professional Careers Advisers can support your careers and enterprise programme.
2. Check that your plans meet the DfE statutory requirement students from years 8 to 13 have access to independent and impartial careers guidance.
3. Ensure you have a sustainable approach to funding careers guidance and a clear ongoing accountability for management and review.
4. Compare approaches with other schools in your area and identify any opportunities for collaborative arrangements.
5. Make sure the organisation you are commissioning is high-quality and matrix accredited.
6. Choose Careers Advisers who hold a level 6 or higher careers qualification, such as the Qualification in Careers Development (QCD) or equivalent, or the work-based Diploma in Career Guidance and Development, who subscribe to the CDI Code of Ethics and have a valid DBS check.
7. Monitor and review the services offered, including gathering feedback from parents and students.
8. With individual agreement, integrate records from careers interviews into student reporting systems so that tutors can support ongoing career planning.
9. Build intensive, wrap-around support for your more vulnerable students through mentoring and other programmes.

### EXAMPLE RESOURCES

- Check out [the CDI's advice and good practice on commissioning careers guidance services](#).
- Consider how to support teachers and tutors to fulfil the careers informant role set out in the [TeachFirst Careers Education in the Classroom](#).
- The matrix Standard is the quality standard for the guidance sector. The Department for Education (DfE) recommends that schools secure careers guidance from an external provider with matrix accreditation. Check out [the Holders' Directory](#).
- Consider how [the National Careers Service phone, email and webchat service](#) can complement your local offer.
- Find a registered career development professional through [the CDI Register](#).
- Check out the professional behaviour and practice required of all CDI members in its [Code of Ethics](#).
- Support your Careers Adviser to maintain their continuing professional development through [CDI resources](#) and other partners.
- Explore how mentoring and other activities can provide the intensive, wrap-around support that some students need through [The Careers and Enterprise Company's grant recipients](#).

# GATSBY BENCHMARK 8

## Personal guidance

### EXAMPLES OF PERSONAL GUIDANCE

#### Example 1

At its last inspection, Malmesbury School in Wiltshire was graded outstanding in all categories. The school's mission statement is, "To promote an inspirational culture in which everyone feels valued and challenged to reach their potential".

All students have access to impartial careers advice from a qualified in-house Careers Adviser and outside agencies. The careers guidance provided is monitored by the careers lead and the Careers Adviser, who review action plans and interview statistics.

This tailored guidance builds on a programme of careers education, which is provided on a fortnightly basis for years 7 to 11 and a regular tutorial session for the sixth form. Strong efforts are made to gather feedback from students, parents and employers about the effectiveness of the careers guidance.

Going back as far as 2011, careers provision has continually been rated good to outstanding by all stakeholders. Parents are very happy with the level of careers advice on offer. The headteacher was delighted to be the first school in the county to receive the Quality in Careers Standard and to be rated Gold.

#### Example 2

A school in the West Midlands employs a qualified and experienced Careers Adviser. Part of his remit is to ensure the careers curriculum covers all pathways and is completely impartial.

He also works to ensure that, by the time students are ready for a formal interview at key points of transition, they are fully aware of all of their options. All students have access to one-to-one interviews with the adviser, with a particular focus on students in years 11 and 12.

An action plan is written by the Careers Adviser with each student and these are shared with parents and tutors. The school works hard to make sure that the Careers Adviser's time is well-used and that their expertise and insights contribute fully to the planning and evaluation of the careers and enterprise programme.



# ACHIEVING ALL 8 BENCHMARKS

## Churchill Community College, Wallsend

Churchill Community College in Wallsend, Tyne and Wear, is one of the few colleges in the country that has fully met all 8 Gatsby Benchmarks.

The key learning point here is the importance of leadership. Churchill has a dedicated careers lead who has the time, expertise and support from senior leadership in the school to drive forwards an excellent careers and enterprise programme.

Churchill Community College is a mixed, 11-18 local authority maintained school, with approximately 900 students, including 100 in the sixth form. It serves an urban area with high levels of social deprivation in North Tyneside. The school is one of 16 schools and colleges taking part in the national pilot for the Gatsby Benchmarks in the North East LEP. In the most recent audit for the pilot, Churchill was judged to have met all eight benchmarks. The Careers Leader, who is a non-teaching member of the senior leadership team, identifies three principal factors that have combined to contribute to this success.

Firstly, the careers programme is fully embedded within the school and firmly linked to the school's aims of raising aspirations and levels of achievement. The school has appointed a senior leader, who is not a teacher, to lead on careers. She benefits from the headteacher's full support and reports once every half term to the senior leadership team and once a term to the governors' achievement sub-committee. This committee holds the Careers Leader to account with appropriate levels of challenge and support. Links with the governing body are strengthened further by governors being involved in many of the careers and enterprise events and having a nominated link governor for careers with whom the Careers Leader meets regularly.

Secondly, the school is committed to working within local clusters of education and training providers, including universities, colleges and apprenticeship providers, to present pupils with the full range of opportunities in further study, training and work and to keep the number of young people who become NEET to an absolute minimum. It also continues to commission career guidance from the local authority's Connexions service.

Thirdly, the school has established a broad and progressive programme of employer engagement activities, each with a clear focus and where the learning from each one builds on the previous experiences. This has been established through the school's active involvement in the local networks of employers. The Enterprise Adviser has provided helpful support with strategic planning as well as operational assistance. Many of these activities are located within subject teaching and the school plans to develop further its relationships with employers as a means of enhancing the careers aspects of subject lessons.

The school has recently achieved the Quality in Careers Standard, awarded by Inspiring IAG. The Careers Leader highlighted the value of the benchmarks in challenging practice to ensure that all elements of the careers programme address the needs of each and every pupil.

The Careers Leader has completed both the Certificate in Careers Leadership and the National Professional Qualification in Senior Leadership. She plans to further her professional development by completing the full Level 6 Diploma in Career Guidance and Development, with funding secured from the North Tyneside Learning Trust, a soft federation of the schools in the local authority. When the Careers Leader was originally appointed to her role she combined responsibility for careers with being head of sixth form and, for two days a week, a role in behaviour management. Her role has recently been changed: she no longer has responsibility for the sixth form but works full-time on careers and on behaviour and attendance. This allows her to work across the whole school. She identifies the only limitation as the lack of time to achieve all she wants to do, as a significant amount of time is taken up with the more routine operational aspects of the role.

Finally, the Careers Leader emphasised that, while the funding available for the Gatsby pilot schools has been very helpful, it is most effective when deployed on developing the staff to become more involved in the careers programme.

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