

Gatsby Benchmark	Definition	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form	
1.A Stable Careers Programme	Every school and college should have an embedded programme of career education and Guidance that is known and understood by pupils, teachers, governors and employers.					Year 11 Mock Assessment Centre Day	Enrichment programme	
							Year 12 Careers Day	
							Year 13 Mock Assessment Centre Day	
		Leadership Awards programme and Careers journey and SCHOLAR posters in all curriculum areas and lessons						
		Careers & Character lessons in PSHCE/form time						
		Annual student, employer and staff surveys						
2. Learning from Career and Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Students review career profiles in Unifrog software						
		Careers notice board and LMI posters in each curriculum area						
		LMI data signposted on website – parents emailed						
		Careers advisor available to support students						
			Apprenticeship Information Evening and workshops					

3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Careers advisor available to support students					
		Students complete profile in Unifrog careers software to identify skills/qualities/interests and potential careers options and destinations.					
		Information provided to students on an individual basis dependent on interest					
		Student careers and employability skills encounters logged and recorded on Unifrog					
		Year 7 & 8 What's my job? event				What next forms for Year 11 and 13.	
				Destination survey sent to students for 3 years after leaving.			
				HCC intended destination data			
4. Linking Curriculum Learning to Careers	All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of most curriculum areas	All subject areas have careers embedded into their plans – Tracker for details					
5. Encounters with Employers and Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of	What my role assembly?	Tutor activities using Unifrog.	Careers Carousel  Tailored visits and workshops	Mock Interview Day  Range of workshops and visits	Mock Assessment Centre day  Range of workshops and visits	Year 12 Careers Day Range of workshops and visits  Higher Education events and visits  Deloitte mentoring Guest lectures

	<p>enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>					<p>Higher Education events and visits</p>	
<p>All subject areas have careers planned during subject weeks</p>							
<p>6. Experiences of Workplaces</p> <p>Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>					<p>Year 10 Work Experience</p>		<p>Year 12 Work Experience</p>
<p>Careers, apprenticeship and Further Education Evenings, workshops</p>							

7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Careers, Apprenticeship and higher Education Fair. ASK apprenticeship and student talk.					
		Careers advisor available to support students					
							Higher Education Fair University visits monitored on SIMS Subject lectures at university
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career 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.		SLT interviews on review of choices	SLT interviews on review of choices		Meeting to discuss next steps with SLT	One to One UCAS support
		Careers Advisor available to support students. One to One appointments with all Year 11, 12 & 13 students					

	Pastoral Support Unifrog access
--	------------------------------------