

Gatsby Benchmark	Outline if the Benchmark	What we currently	What we are going to do
<p>Benchmark 1: A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> <ul style="list-style-type: none"> • 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 	<p>There is up-to-date careers policy, approved by school governors, which can be found on the school website.</p> <p>Named Careers Lead, Paul Barrett.</p> <p>There is an allocated budget to cover any resources needed such as a professional Careers Advisor.</p> <p>The Compass Tool Kit is completed yearly to identify any areas of improvement needed</p> <p>Links with the education people's Enterprise Coordinator, Uwaila Uwaechia to help improve the schools careers programme</p>	<ul style="list-style-type: none"> • Careers programme for each year group to be available on website • To enable students to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment. <p>To ensure there is a clear focus on the activities which support, employability skills and workplace experiences.</p> <p>Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.</p>

	employers as part of the evaluation process		
Benchmark 2: Learning from careers and labour market information	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>Our Careers Coordinator work in partnership with the students, their families, class and option teachers and outside agencies, such as SEN Careers Advisor from EBP Kent, such at school to create individualised Career Development Plans</p> <p>We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these for future aspirations</p>	Improve our careers page on the school website to have more information
Benchmark 3: Addressing the needs of each pupil	<p>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</p>	<p>Our Careers Education programme promotes and supports diversity as we value everyone as an individual. We want each student to feel able to participate and achieve their potential</p> <p>File on each KS4 student with which document their individual's skills,</p>	Continue to develop the careers programme; finding new ways engage and support our children into further education and work.

	<p>school's careers programme.</p> <ul style="list-style-type: none"> • 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. 	<p>abilities, interests, aspirations, and needs in relation to employment.</p>	
<p>Benchmark 4: Linking curriculum learning to careers</p>	<p>All teachers link curriculum learning with careers.</p> <ul style="list-style-type: none"> • Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. 	<p>PHSE lessons</p> <p>Joined the STEM learning network</p>	<p>To have various volunteers to come to school from different jobs to discuss working life. To start from year 7 (and maybe some talks in primary?).</p> <p>Utilise the STEM learning network</p>

	<ul style="list-style-type: none"> • By the age of 14, every pupil 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. 		
Benchmark 5: Encounters with employers and employees	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <ul style="list-style-type: none"> • Students should participate in at least one meaningful encounter with an employer every year from the age of 11. • Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region. 	KS4 students attend works fairs such as at risk of being NEET job fair.	
Benchmark 6: Experiences of workplaces	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can</p>	All year 11 students take part in a two week work experience.	<p>Continue to develop links with employers in the local area.</p> <p>Seek advice from support internships to make sure we provide the best placements for our students.</p>

	<p>explore their career opportunities.</p> <ul style="list-style-type: none"> • 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. 		<p>To attend workplace visits.</p>
<p>Benchmark 7: Encounters with Further and Higher Education</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>All KS4 students have visited at least one college.</p> <p>All students in Year 11 have a taster day/s at their chosen college.</p> <p>All KS4 students attend work fairs to see all the post 16 options.</p>	

	universities to meet staff and students.		
Benchmark 8: Personal guidance	<p>Every student should have opportunities for guidance interviews with a career adviser.</p> <ul style="list-style-type: none"> • Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18. 	<ul style="list-style-type: none"> • Ensure all / overwhelming majority of students have had an interview with a professional and impartial careers adviser by the end of year 11 	<ul style="list-style-type: none"> • To continue to ensure all / overwhelming majority of students have had an interview with a professional and impartial careers adviser by the end of year 11