



Gatsby Benchmark 1

Three-part Step by Step


Guide



Section 1



INTENT

A 3D rendering of a red puzzle piece standing out from a collection of white puzzle pieces. The red piece is in the foreground, slightly to the left, and is the only one of its color. The white pieces are scattered around it, some partially visible. The lighting creates soft shadows, giving the pieces a three-dimensional appearance.

How do I ensure the
Careers Programme in
my school has clear
intent – enabling us to
fully achieve 100%
in Gatsby Benchmark 1?



Benchmark 1 - What Good Looks Like

A PROGRESSIVE CAREERS PROGRAMME

Every school and college should have a stable structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.

KNOWN & UNDERSTOOD BY ALL

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



Benchmark 1 - What Good Looks Like

PUBLISHED ON WEBSITE

The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.

EVALUATED REGULARLY

The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process. Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils.

Benchmark 1 - What Good Looks Like

ENGAGING OTHER POST-16 PROVIDERS

Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points.



[Gatsby Benchmark Toolkit p.9](#)



Benchmark 1

What good looks like

Academic Year includes:

- 1 | Website with information for students, parents and staff including statutory guidance
- 2 | Resources allocated to careers – including access to funded training for Careers Leader
- 3 | Clear careers programme/ Year plan written down and shared with progressive learning outcomes at each key stage
- 4 | Careers policy approved by SLT and governors
- 5 | Regular evaluation of interventions from teachers, students, employers, parents
- 6 | Careers Lead with support of SLT
- 7 | Strategic careers plan developed alongside Enterprise Adviser and supported by SLT and Governors and shared with all stakeholders

Benchmark 1 - What Good Looks Like

STRATEGIC CAREERS PLAN



- Setting a Vision for Careers
- Reviewing your Provision
- Agreeing your Strategic Priorities
- Action Planning

PROGRESSIVE CAREERS PROGRAMME



A good careers programme should be:

- Progressive
- Inclusive
- Planned for intent
- Informed by data and evaluation

IMPACT EVALUATION



- Plan
- Collect
- Review
- Act



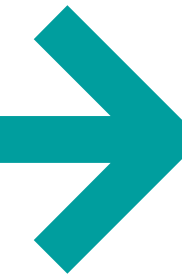
First, I need to do these for my Strategic plan:

1. Establish & share our VISION
2. Review our current position
3. Agree our STRATEGY with KEY OBJECTIVES
4. Create an ACTION PLAN



Then I can:

5. Develop our CAREERS PROGRAMME FOR YEAR 7 – YEAR 13



I also need to:

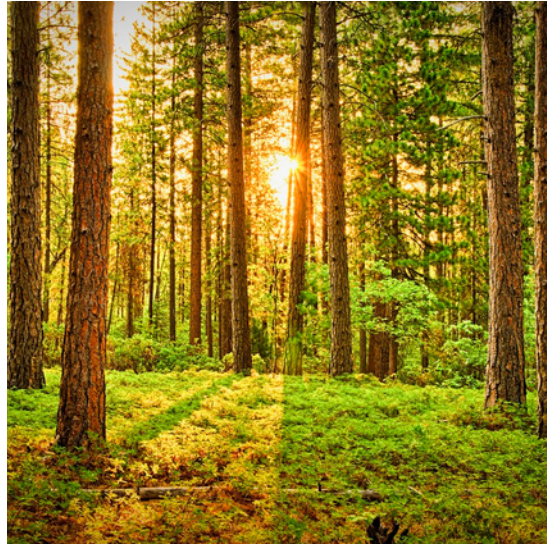
6. PRESENT the CAREERS PROGRAMME to our key stakeholders
7. EVALUATE the IMPACT of our Careers Programme

Why do I need a Strategic Plan?

To enable me to develop a progressive Careers Programme which has planned INTENT and:

- ✓ is aligned to my school/ college priorities
- ✓ meets the needs of 'each and every' student
- ✓ tracks the IMPACT of our careers provision





STRATEGIC PLAN

Step 1 - Establish and determine vision

Our school's Careers vision should be a *concise, ambitious* and *inspiring* statement that articulates what our Careers provision aims to achieve for students.

It should also reference and tie in with our school's wider vision statement.

Example of a Mainstream School Careers Vision

Example of a SEND School Careers Vision

- I can work with my Enterprise Coordinator and Enterprise Adviser to develop our vision statement.

- I'll get the views of a selection of students, parents, teachers, SLT, any employers we work with and a Link Governor too.

This document will help me plan our vision statement [click here](#).



Vision

A concise, ambitious, and inspiring statement that articulates the wider vision of what the school’s careers provision should reflect ‘who you ultimately want students to be’. This vision should make reference to school’s vision statement and please involve them and the link governor in the process of shaping and clarifying the vision for your careers provision.

SLT Comments:	Link Governor Comments:	Enterprise Adviser Comments
Parent Voice Comments:	Student Voice Comments:	Staff Voice Comments:
School, Special School or College Vision Statement/Values:		
Vision for Careers Provision Ideas:		
Vision for Careers Provision Statement:		

STRATEGIC PLAN

Step 2 - Our Current Position

I'll need to review our current strengths and areas for improvement to help me develop my strategic plan.

Analysing Compass scores, destinations data, LMI, vulnerable cohorts will help me and along with a SOAR or SWOT analysis looking at our Strengths, Opportunities, Aspirations and Results.

I can work through this document with my Enterprise Coordinator to determine the state of our current careers provision using a SWOT analysis.



Strengths

- EA engaged in developing vision for careers and sharing this with SLT
- Onboarded with [Compass+](#)
- Employer engagement embedded for each year group
- Every student has the opportunity for at least one guidance interview with a Careers Adviser qualified at an appropriate level) by the age of 16
- Majority of students have an appropriate intended destination as they approach the end of school or college

Opportunities

- Access [Funded Careers Leader Training](#)
- Headteacher and Careers Link Governor to access [Education Leaders online Learning Modules](#)
- Use [CDI Framework](#) to build progressive Careers Programme
- Develop [Experiences of the Workplace](#) for Year 8, to support option choices
- Embed [My Learning My Future](#) resources with teachers for each subject area to support option choices

Aspirations

- To have zero NEET
- To meet Gatsby BM 1,2,4,5,6 and 7
- Annual slot at full Governors meeting to share strategic plan and progressive careers programme
- All students to have a meaningful encounter with providers for the full range of learning opportunities

Results

- Zero NEET
- Event feedback trend data shows students value careers interventions
- Future Skills Questionnaire shows sound careers knowledge and skills from student's perspective

Reviewing provision: Impact Evidence



Type of evidence	What it tells us	Tools
Feedback	<p>The initial reactions of participants about satisfaction, usefulness, enjoyment, perceived impact on next steps.</p> <p>Different perspectives.</p>	<p>Example questionnaires</p> <p>Creative ways to gather feedback</p>
Career knowledge and skills	<p>Progress towards learning outcomes.</p> <p>Preparedness for next steps.</p> <p>Gaps in knowledge and skills that can be addressed through further support.</p> <p>Changes for cohorts and individuals in relation to career programmes.</p>	<p>Future Skills Questionnaire</p> <p>Skills Builder assessments</p> <p>Measures of personal development</p>
Education engagement	<p>Progress in engaging students at risk of poor outcomes.</p> <p>Impact of career programme and targeted activities on engagement with learning.</p>	<p>End of unit / year tests</p> <p>Termly / annual effort grades</p> <p>Teacher reports</p> <p>Public exam results</p> <p>Bespoke survey using established questions</p>
Destinations data	<p>Pathways for students according to cohort, disadvantage, gender, attainment.</p> <p>Trends year on year in relation to the career programme and wider education.</p> <p>Suitability of pathways for groups of students.</p>	<p>Compass+ data on intended and actual destinations</p> <p>LA activity survey data</p> <p>Published DfE destinations measures for 1, 3 and 5 years after Key Stage 4 and for post-18</p>



Reviewing Provision:

Data/Information to inform a review of provision

- Time/Resources of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers
- Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance
- Reviewing Evidence: Feedback, Careers Skills & Knowledge, Education Engagement and Destinations Data



Careers Knowledge & Skills

Future Skills Questionnaire (FSQ)

How can evidence from the FSQ be used to review Provision?

- Reviewing scores for each transition point year on year to identify progress
- Identifying associations between career programme changes and scores
- Identifying gaps in skills and knowledge
- Tracking progress in awareness of vocational and apprenticeship routes post-16
- Alignment of career interests with local skills needs

Reviewing Current Provision

Review the current provision of your school, special school, or college’s careers provision through:

- Completing Compass.
- Carrying out a SOAR analysis (looking at its existing Strengths, Opportunities, Aspirations and Results).
- Local context: LMI, growth sectors, FE/HE provision, etc.
- Collecting and Reviewing Evidence, including Feedback, Careers Knowledge & Skills, Education Engagement and Destinations Data.

Compass - Current Compass Score:	
Compass - Priority Benchmarks:	
LMI - Local and Regional Context:	

STRATEGIC PLAN

Step 3: Key Strategic Objectives

Now I can pull together information from our vision and current position to set strategic objectives. This will drive my action planning and inform the content of our careers programme.

What are we trying to solve at this school /college? How could we solve it? What does success look like?

I could write my objectives as a solution to our school's development plan. What specific issues is our school/college trying to overcome and how can careers support that?

Example of a school's strategic objectives



Key strategic objectives

- Identify between 3-5 priorities for your Strategic Careers Plan.
- We recommend that you identify objectives, which relate to the development of careers provision in your school, special school, or college and that you identify at least one 'whole school, special school, or college's objective.

Development of Careers Provision Objectives: Key Prompts

Vision:

- Should objectives be set around development/sharing of a vision?

Current State:

- Should objectives be driven by review of evidence (including Destinations Data) from SOAR analysis?
- Should objectives be driven by key priority benchmarks or by sub benchmarks at a student level?
- Should objectives be driven by key SEND/vulnerable groups in your school, special school, or college?

Whole School/College Objectives: Key Prompts:

- What issues is your school, special school, or college 'trying to solve'? Consider how Careers provision can add capacity and can be 'part of the solution'
- Key issues for the school, special school, or college from the development plan
- Key areas for improvement from Ofsted
- Key thematic areas for the school, special school, or college (i.e., parental engagement, stakeholder voice, literacy, oracy, etc.)

STRATEGIC PLAN

Step 4: Action Plan (three years)



This document will help me develop my own strategic objectives and Action Plan:

[Strategic Planning Guidance Document TEMPLATE.docx](#)

CEIAG STRATEGIC ACTION PLAN					WEATHERHEAD HIGH SCHOOL	
ACTION PLAN						
School Name: Weatherhead High School	Date Strategic Careers Plan Created: May 2020, then updated Spring 2021 to reflect impact of Covid-19	Date approved by SLT: needs to be completed	Date approved by Governors: needs to be completed		Proposed Review Date: needs to be completed	
Careers Manager Name: Miss L Smith						
Strategic Careers Plan for next 3 years (2021-2024)						
Objectives "What are the problems you are trying to solve?"	Actions, including CPD "What would solve the problem?"	Responsible "Who is responsible for each action?"	Time "When do you aim to have this completed by?"	Outcomes "What would success look like?"	Progress	
Increase CEIAG delivery across all curriculum areas in all year groups to promote an ethos of careers education being a whole school responsibility (GBMs 1,2,3,4,7)	Students: Designated Student Careers Ambassadors to take responsibility for liaising with a set number of Staff Careers Ambassadors to report on good practice within departments to Careers Leader each term Ensure students are aware of who the Staff Careers Ambassador is for each subject area - Staff to wear visible badges	Student Careers Ambassadors. Careers Leader to appoint subject areas to each Ambassador and recruit new Ambassadors Careers Leader	Autumn Term 2021 then ongoing Spring Term 2022	Students have a greater understanding of careers linked to each subject area Students are aware of a range of future pathways directly related to the subject area and how to access them Careers Leader to have a stronger relationship with designated staff and student Careers Ambassadors in order		

Example Strategic Plans



Careers Education Information Advice Guidance

Approved by:	Headteacher	Date:	November 2019
Last reviewed on:	November 2019		
Next review due by:	November 2020		

Walker Riverside Academy
Policies

Version 1.0

1

Example-Strategic-Action-Plan- Walker Riverside Academy

Careers At The Link School



The Link School Careers Strategy : 2021 – 2024
Updated January 2021

Our Vision

Reach Your Full Potential

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.



Example-Strategic Careers Plan- Link School- Alternative Provision

Creating a Strategic Plan: Next Steps

- Engage with EA
- Share Strategic Plan with SLT
- Engage with SLT colleagues 'Build a coalition'
- Share Strategic Plan with Governors



Online Learning Modules

Our online learning modules, written in partnership with University of Huddersfield, help key education stakeholders to better understand the value of careers leadership in schools, special schools and colleges, the carers education landscape and understand the role and value of a Careers Leader.

There are separate online learning modules tailored for the following groups:

- Careers Leaders: Induction
- Education Leaders: Careers Awareness
- Governors: Careers Awareness
- Providers: Coming Soon



Step 5:

***Now I can use
my strategic
plan to...***

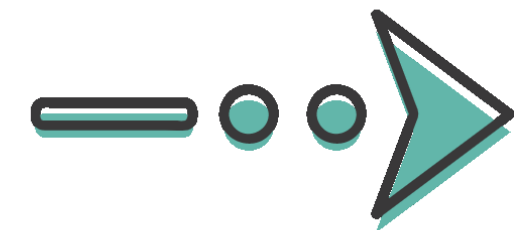


**Develop our
CAREERS
PROGRAMME for
YEAR 7 – YEAR 13**



A good careers programme should be:

- Progressive
- Inclusive
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- Informed by data and evaluation



Appendix



Exemplar School Careers Page Websites:

<https://www.beaumontleys.leicester.sch.uk/Our-School/Careers-at-BLS/>

<https://flhs.org.uk/careers-education>

<https://www.bb-hs.co.uk/>

<https://www.southmoorschool.co.uk/ceiag-curriculum/>

[Southmoor Academy » Careers Education, Information, Advice & Guidance \(southmoorschool.co.uk\)](https://www.southmoorschool.co.uk/careers-education-information-advice-guidance/)

<https://tggsacademy.org/careers>

<https://www.chhs.org.uk/careers/>

<https://www.jkhs.org.uk/careers>

<https://www.cardinal-heenan.org.uk/page/?title=Cardinal+Careers&pid=89>

<https://irlamandcadishead.org.uk/information/careers>

<https://www.castleviewenterpriseacademy.co.uk/general-information/careers/>

https://www.abblanch.com/curriculum/careers_information_/

<https://www.archbishopbeck.com/careers-students.php>

<https://www.xaverian.ac.uk/college-life/your-future/>



Exemplar School Careers Newsletters:

Blythe Bridge High School & Sixth Form Careers Newsletter Spring 2022

Beaumont Leys School - Careers at BLS - Whats On