

Meeting The Gatsby Benchmark

Benchmark	Summary	Criteria	Aspire Career Plans
1 A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by students, parents and carers, staff, governors, employers, and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of students, sequenced appropriately, underpinned by learning outcomes, and linked to the whole school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable students, parents and carers, staff, and employers to access, and understand it. • The programme should be regularly evaluated using feedback from students, parents and carers, teachers and other staff who support students, careers advisers and employers to increase its impact	• The school offers a comprehensive career education and guidance programme with a varied programme of events which includes trips and visitor sessions. • Bespoke student consultations which are underpinned by personalised learning outcomes. • Careers CPD Programme for staff. • Developing meaningful partnerships with local companies, colleges, and training partners. • Constant evaluation of our careers offering. • Careers information is accessible on our website. • Student Voice.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All students, parents and carers, teachers and staff who support students should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All students will need the support of an informed adviser to make the best use of available information.	• During each Key Stage, all students should access and use information about careers, pathways, and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways, and the labour market to inform their support for students in their care	• Students and parents/carers have access to information about Post 16 study options/college courses. • Our Destinations and Career Advisor liaises with our parents. • Students have 1-1 meeting with an independent careers advisor in KS4 • A DWP advisor works with our students • Students in KS4 attend the Bucks Skills Show. • Information on LMI (DWP, Local Enterprise Partnerships, ONS) is provided by careers themed weeks, trips and events that are fed into the curriculum. • LMI taught and shared during National Careers Week.

Meeting The Gatsby Benchmark

3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON	Students have different careers guidance needs at different stages. Careers programmes should help students navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each Student, including any additional needs of vulnerable and disadvantaged Students, young people with SEND and those who are absent.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models, and raise aspirations. • Schools should keep systematic records of the participation of students in all aspects of their careers programme, including the individual advice given to each student, and any subsequent agreed decisions. • For students who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a student's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All students should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.	• Careers guidance is personalised to the individual student's needs. • Students complete a survey in Year 10 to assist with the planning of Year 11 bespoke career talks. • The careers programme is planned to allow for equality and diversity considerations. • Local links with Bucks University for campus visits. • Track through Arbor • Destinations data collected, tracked & monitored.
4 LINKING CURRICULUM LEARNING TO CAREERS	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	• Every year, in every subject, every student should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support students	• Curriculum learning is linked to career opportunities/trips. • Classroom learning is linked to career paths through career themed events/professionals visiting the school sites. • National Careers Week to experience careers within the curriculum.

Meeting The Gatsby Benchmark

5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include students' own part-time employment where it exists.	• Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.	• A comprehensive careers calendar has been established. This includes visits to local colleges, workplaces, Bucks Skills Group Careers Fair and professionals visiting site to talk about their chosen careers. • Students have opportunities to meet with a variety of personnel from different careers. • Students can interact with work colleagues during work experience. • Use of Futures for ALL to establish links/experience of employers.
6 EXPERIENCES OF WORKPLACES	Every student should have first-hand experience of workplaces to help their exploration of career opportunities and expand their networks.	• By the age of 16, every student should have had meaningful experiences of workplaces. • By the age of 18, every student should have had at least one further meaningful experience	• Students have the opportunity to undertake work experience. • Each student will have had at least one meaningful experience. (One encounter is defined as one meeting/session between students and one provider. Meaningful live online engagement is also an option at our school, where it is more suitable for the needs of our students.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them, including academic, technical, and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities, and in the workplace.	• By the age of 16, every student should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all students who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.	• Our Destinations and Carer Advisor arranges for small groups of students to visit local colleges. • 1 – 1 Meetings with an independent careers advisor. • Visits to Bucks Skills Show. • A DWP advisor works with our students. • University visit.
8 PERSONAL GUIDANCE	Every student should have opportunities for guidance meetings with a careers adviser, who could be	• Every student should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be	• Students have access to independent careers advisors. With all KS4 students having at least one 1-1 meeting.

Meeting The Gatsby Benchmark

	internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme	scheduled in the careers programme to meet the needs of students. • Information about personal guidance support and how to access it should be communicated to students and parents and carers, including through the school website.	• Students have access to our Destinations and Career Advisor. • Students have access to a DWP advisor. • Students are provided with support to write CVs, submitting applications to colleges, higher Education or apprenticeships and preparing for interviews.
--	--	--	---