

# Local London Gatsby Benchmark 1 Toolkit



## GB1 - 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, parents and careers, teachers, employers and other agencies.”*

A steady careers programme can be instrumental in improving social mobility, personal development, and academic progress. The Department for Education has endorsed the fact that “great careers guidance provides the first rung on the ladder of opportunity, helping everyone to achieve their full potential.”

The basis for a strong careers programme in any institution is Gatsby benchmark 1. Working to meet this standard will help you to embed careers provision into school strategy.

The careers programme should be tailored to the needs of pupils, 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

### What good looks like:

- Every school should have an embedded programme of career education and guidance that is known and understood by students, parents and carers, teachers, governors, employers, and other agencies.
- The careers programme should be tailored to the needs of pupils, 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.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior leadership team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website and communicated in a way that enables pupils, parents and carers, teaching staff and employers to access and understand it.
- The programme should be regularly evaluated with using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers as part of the evaluation process to increase its impact.
- 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.

The Careers and Enterprise Company (CEC) have produced 3 excellent GB1 support modules with guidance and videos. These are a great starting point for reviewing your current provision:

- [Creating a strategic Careers Plan](#)
- [Building a progressive careers programme](#)
- [Impact Evaluation](#)

For more information regarding Gatsby Benchmark 1 visit: [Gatsby Benchmark 1 | CEC Resource Directory \(careersandenterprise.co.uk\)](#)

For more information about all Gatsby Benchmarks visit:

- [Schools - Gatsby Benchmark toolkit – schools | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk/schools-gatsby-benchmark-toolkit-schools/)
- [SEND - Gatsby Benchmark toolkit – SEND | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk/send-gatsby-benchmark-toolkit-send/)

Sub-benchmark	Guidance/Resource
<b>The school's strategic careers plan is written down</b>	<p>A CEC resource to help you build a strategic careers plan, along with a template, can be found <a href="#">here</a>. Use the information you have, available to you, to build your plan. Examples of strategic plans from across the country:</p> <ul style="list-style-type: none"> <li>• <a href="#">Oaks Park High School, Redbridge, London</a></li> <li>• <a href="#">Walker Riverside Academy, Newcastle</a></li> <li>• <a href="#">Beaumont Leys School, Leicester</a></li> <li>• <a href="#">Xaverian College, Manchester</a></li> <li>• <a href="#">The Link School (AP) Sunderland</a></li> </ul>
<b>Is approved by the board of governors</b>	<p>Do you have evidence that the Careers Strategy/Plan has been approved by governors (for example, the minutes from a governor board meeting)?</p> <p>Having a careers link governor is an excellent way of ensuring that the governor board is aware of careers provision. A video and online CPD module for governors can be found <a href="#">here</a>.</p>
<b>Has the explicit backing of senior leadership</b>	<p>Do you have evidence that the Careers Strategy/Plan has the backing of SLT (for example, the minutes from an SLT meeting)?</p> <p>Embedding careers into the School's Improvement Plan, and Ofsted preparedness, can aid support for careers provision at a senior level. Information explaining how Ofsted may explore careers in an inspection can be found <a href="#">here</a>. A guide for education leaders can be found <a href="#">here</a>, and contains the statutory guidance, a checklist, and key priorities for a school/college.</p>
<b>Has resources allocated to it</b>	<p>This can be in the form of staff, budget, delivery resources, and/or time.</p>
<b>Has systematic monitoring in place</b>	<p>How often is the careers plan and its impact being monitored? How often is this reported to SLT/governors? How often do school staff get an update?</p> <p>Keeping school stakeholders updated will increase the likelihood of them fully engaging with your careers plan.</p>
<b>Has both strategic and operational elements</b>	<p>The plan/policy should include strategic elements such as:</p> <ul style="list-style-type: none"> <li>• Vision</li> <li>• Objectives</li> <li>• Roles and responsibilities</li> <li>• Current position, e.g. Compass, destinations</li> </ul>

	<p>It should also include operational elements such as:</p> <ul style="list-style-type: none"> <li>• Actions against each objective</li> <li>• Year or key stage programme breakdowns</li> <li>• Key delivery partners, such as ASK and Make Happen</li> </ul> <p>A graphic template to show the careers programme, by each year group, can be found <a href="#">here</a>. This may be useful to summarise the careers programme, on the website, and can also be displayed around the school.</p>
<p><b>Is published on your school's website with information aimed specifically at:</b></p> <ul style="list-style-type: none"> <li>- Students</li> <li>- Teachers</li> <li>- Employers</li> <li>- Parents/carers</li> </ul>	<p>The careers section on your website is its window to the world. You can encourage more employers to take part in your careers programme. You can also give Ofsted confidence, in the quality of your careers provision, by having all required information on the website.</p> <p><u>School career statutory guidance</u> states that your school website <b>MUST</b>:</p> <ul style="list-style-type: none"> <li>• Publish the name and contact details of the Careers Leader.</li> <li>• Publish a summary of the careers programme that can be accessed by students, parents and carers, teachers, employers, and other agencies.</li> <li>• Publish a Provider Access Statement (Baker Clause), setting out the arrangements, for training and education providers, to access students, to ensure they have an opportunity to learn about approved technical qualifications or apprenticeships. A template for a Provider Access Statement can be found <a href="#">here</a>.</li> </ul> <p>It is not recommended that your full Careers Strategy document is published, as it will have a lot of information that is not relevant to the target audience. The summary should include at least the following:</p> <ul style="list-style-type: none"> <li>• How the school is working towards achieving the eight Gatsby Benchmarks.</li> <li>• Aims, objectives and activities for each year group.</li> <li>• How the school measures the impact of the careers programme, on students, and the date of the next review.</li> <li>• Delivery of independent careers guidance.</li> </ul> <p>See the website section below, for more ideas of what to include.</p>
<p><b>Is evaluated for effectiveness at least every 3 years</b></p>	<p>A guide on how to evaluate the impact of the careers plan can be found <a href="#">here</a>. Page eight gives examples of the type of impact evidence, and the tools available to collect this evidence. Find more information about collecting and reviewing impact evidence <a href="#">here</a>.</p> <p>It is important to act, once the impact has been evaluated, and update the careers plan accordingly, e.g. does destination data show lower than the national average of students progressing into apprenticeships? Do you therefore need to include more information about apprenticeships in your careers programme? A detailed example of a destination data report can be found <a href="#">here</a>.</p> <p>Compass+ can help with evaluation of data on the impact of the careers programme. Compass+ workshops will be available through the Careers Hub and <a href="#">online</a> through the CEC.</p>

<p><b>Is evaluated using systematic feedback from:</b></p> <ul style="list-style-type: none"> <li>- Students</li> <li>- Teachers</li> <li>- Employers</li> <li>- Parents/carers</li> </ul>	<p>An evaluation guide for careers activities and programmes can be found <a href="#">here</a> . It includes ideas on evaluation methods for each stakeholder group.</p> <p>Guidance, and examples of survey questions, can be found <a href="#">here</a>.</p> <p>Remember that evaluation of impact is more than 'did the young person enjoy the workshop?', it is the 'so what?' What impact has the activity or information had on the young person's skills, knowledge, or attitude? Has it had an impact on the progression routes and/or employment options investigated and taken up?</p> <p><b>The Future Skills Questionnaire</b> gives students the opportunity to reflect on their career-related knowledge and skills. The tool can inform continuous improvement and impact evaluation.</p> <p>The tool can also be used to help identify students who may be at risk of NEET, track students who are responding consistently negatively to the FSQ questions and use responses to tailor support and intervention. Asking students at risk of NEET to complete the FSQ allows the Careers Leader to use the results to target support in areas students identify as challenges.</p>
<p><b>Has an identified lead individual with strategic responsibility for overseeing the programme</b></p>	<p>Do you have a Careers Leader at the school? If the Careers Leader is not a member of SLT, who is the link SLT member?</p>

## Links and supplementary information for your website:

### Labour Market Information (GB 2) for students, parents, and teachers:

- Growth areas e.g., [Thames Estuary](#)
- [National Careers Service](#)
- LMI for all [widget](#)
- LMI series [workshops](#) for teachers
- [ICould](#)
- [CareerPilot](#)

### Progression pathways and opportunities (GB 7)

- [East London post-16 providers](#)
- [Notgoingtouni](#)
- Process for booking a careers guidance meeting
- Links to local colleges and training providers
- Link to [Find an Apprenticeship](#) website
- Link to [Find a Traineeship](#) website
- [Disabled students helpline](#)
- [My Choices Guide for students | CEC Resource Directory](#) This guide is designed to support young people as they prepare for next steps after year 11 and year 13
- [My Choices Guide for parents/guardians | CEC Resource Directory](#) This guide is designed to support parents and carers to guide their child through post-16 and 18 options

**Subject links to potential careers (GB 4)**

- CEC My Learning My Future [resources](#)
- Apprenticeship [information](#) for each subject

**Apprenticeship information (GB 7)**

- Amazing apprenticeships have many [resources](#) you could link to, including [Rapid Reads](#)
- Apprenticeships [website](#)

**Evaluation and Evidence (GB 1)**

- Evaluation surveys for employers and parents (GB 1)
- Examples of impact such as photos and videos of the activities, or case studies of students that have recently left the school and their progression routes.

[An example careers website section can be found here](#)

[SEND Career Health Checklist - Talentino! Resource](#)

[Future Skills Questionnaire](#)

## SOAR Template – Reviewing your provision

Below is an example of a completed SOAR analysis. This is another way you can strategically review your current provision and start to build your strategy going forward. Why not try copying the table into your own document and trying your own to get started?

Strengths	Opportunities
EA engaged in developing vision for careers and sharing this with SLT	Access Careers Leader Funded Training
Onboarded with Compass+	HT and Link Careers Governor to Access Education Leaders online Learning Modules
Employer Engagement embedded for each year group	Use CDI Framework to build progressive careers programme
Every student has opportunity for at least 1 guidance interviews with a	Develop Experiences of the Workplace for Year 8 to support option choices
Careers Adviser qualified at appropriate level by the age of 16	Embed My Learning, My Future to support options process
Majority of students have an appropriate intended destination as they approach the end of school or college	
Aspirations	Results
Zero NEET	Zero NEET
Meet Gatsby BM 1,2,4,5,6,7	Event feedback trend data shows students value careers interventions
Slot annually at full governors to share strategic careers plan and progressive careers programme	Future Skills Questionnaire shows sounds careers knowledge and skills from student perspective
All students to have had a meaningful encounter with a provider of the full range of learning opportunities	

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