

# Local London Gatsby Benchmark 3 Toolkit



### **GB3 - Addressing the needs of each pupil**

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND, and those who are absent.

How does Gatsby define 'vulnerable and disadvantaged pupils? Disadvantage and vulnerability will vary depending on the context of the school or special school, but practitioners will want to consider socio-economic background, SEND and other potential barriers, such as those based on protected characteristics such as sex or race, which may hinder pupil's ability to access and benefit from a fulfilling career.

#### **What good looks like:**

- 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 pupils in all aspects of their careers programme, including the individual advice given to each pupil and any subsequent agreed decisions.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil'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 pupils 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 pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- Schools should use sustained and longer-term destinations data as part of their evaluation process and use alumni to support their careers programme.

### **Getting Started with Benchmark 3**

- [Here](#) are three resources to support a mainstream setting to audit their careers offer for SEND pupils. Create a SWOT analysis based on the audit, then plan pupil centred interventions to meet the needs of individual pupils.
- Refer to the [CDI Framework](#) and [Skills Builder](#) to ensure that your progressive careers programme scaffolds student knowledge and understanding linked to allow students to challenge stereotypical thinking and raise aspirations
- Explore how [Compass +](#) can support you with the collection and visualisation of Destination Data
- Consider how you can engage students and track actual and intended destinations. The DfE will soon be releasing an updated Destinations Data Good Practice Guide

## Support for SENDCos/SEND Teams

[Free online learning modules for SENCOs and SEND teams](#)

This course, '**Understanding Pathways and Career Opportunities**', is designed to support SENCOs and their teams in understanding the role they play in careers education and how they can, through the work they already do, support young people to make informed choices about their best next step and potential career pathway.

Sub-benchmark	Guidance/Resource
Your school's careers programme actively seeks to raise the aspirations of all students	<p>Ensure that all student groups (including vulnerable) are identified and monitored to ensure tailored support, particularly at key transition points.</p> <p>Use the Future Skills Questionnaire to assess student outcomes and aspirations. By embedding the tool from Year 7, you can establish a baseline from when students join you that can show their progress in careers readiness/skills development and career aspirations.</p> <p>More information about the Future Skills Questionnaire can be found <a href="#">here</a>.</p>
Your school's careers programme challenges stereotypical thinking and showcases a diverse range of role models.	<p>Review your careers programme from the previous academic year. Do you have a wide range of speakers/employers to reflect all aspects of diversity and inclusion? Think about:</p> <ul style="list-style-type: none"> <li>• Gender roles – e.g., females in construction; males in healthcare</li> <li>• SEND</li> <li>• Ethnicity</li> <li>• LGBTQ+</li> <li>• Socioeconomic status</li> </ul> <p>Refer to the CDI Framework and identify relevant career learning outcomes for challenging stereotypes within a progressive career plan.</p> <p>Work with colleagues to audit, track and champion where 'challenging stereotypes' is already being covered through the curriculum.</p>
Does your school use Alumni to support its careers programme?	<p>The recording is a walk-through of the basics of LinkedIn with tips on engagement of employers, alumni and developing a schools account by the Get Savvy Club and the team in Leicestershire: <a href="#">Schools Get LinkedIn   CEC Resource Directory</a></p> <p>SEND Alumni support: <a href="#">SEND Alumni</a></p>
Does your school systematically keep accurate records of each pupil's participation in all aspects of your careers programme?	<p>Systematic record-keeping is that which enables institutions to determine whether all young people have received the encounters, experiences and support they need, including the individual advice given to each pupil, and any subsequent agreed decisions. It should allow pupils to access and use these records to support their next steps and career development.</p> <p>Ensure you track all career events via Compass+. This will help with evaluation, monitoring and reporting. Compass+ works in partnership with other career platforms, which avoids duplication of data entry.</p> <p>If you use UNIFROG follow this <a href="#">link</a> to find out more about the process.</p>

<p>Does your school provide pupils with access to records of their participation in careers activities?</p> <p>Are pupils supported in using these records to make education and career choices, for example, at key transition points?</p>	<p>Do you schedule time in the curriculum for students to access/record their careers activities? This is helpful for transition points and CV / personal statement writing.</p> <p><u>The Future Skills Questionnaire</u> 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.</p> <p>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>Does your school collect and maintain accurate data for each pupil on each of the following categories:</p> <ul style="list-style-type: none"> <li>- Aspirations</li> <li>- Intended destinations upon leaving school</li> <li>- Immediate destinations upon leaving school</li> </ul> <p>Do you use the following destination data to evaluate your careers programme?</p> <ul style="list-style-type: none"> <li>- Sustained destination of pupils</li> <li>- Longer-term destinations of pupils</li> </ul>	<p>Intended destinations are those destinations that students intend to transition to. These could include an apprenticeship, FE college or 6th form.</p> <p>Responsibility for collecting and recording the information can be shared by tutors, pastoral teams, heads of year, careers adviser, SENCO, etc. If you are not responsible for collating this data, ensure you identify the correct member of staff who is.</p> <p><u>Initial steps</u></p> <p>Compass+ can be used as a tool to collect destinations data.</p> <p>Results days are good opportunities to record intended destinations.</p> <p>Useful resources to support:</p> <p><u><a href="#">Destinations Data - Good practice guide for schools</a></u></p> <p><u><a href="#">Destination Data analysis example</a></u></p> <p><u><a href="#">Collecting Intended Destinations</a></u></p> <p>Additional reading regarding Destination Data:</p> <p><u><a href="#">Three-year data collection plan</a></u></p> <p><u><a href="#">Guide to Destination Data Collection - Gatsby Benchmark 3</a></u></p>
<p>Do you share accurate and timely data with the local authority on pupil transitions and destinations?</p>	<p>The Local Authority should contact the school to request this information.</p> <p>Local authorities have a statutory duty to record student destinations, track and support all 16- and 17-year-olds. This also applies to young people with special educational needs and disabilities up to 25. In turn, schools and colleges have a statutory duty to provide data to local authorities to support these duties.</p> <p><u><a href="#">Example of Destinations Data Procedure.</a></u></p>
<p>Work pro-actively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) students?</p>	<p>Questions to consider;</p> <ul style="list-style-type: none"> <li>• Have you identified the vulnerable /SEND students in each year group?</li> <li>• How are you adapting or tailoring your provision to meet their needs?</li> <li>• Are you working collaboratively with Careers Adviser and the SENDCO to support their Post-16 choices?</li> </ul> <p>The <u><a href="#">SEND Gatsby Benchmarks Toolkit</a></u> can help better understand the career landscape for young people with special educational needs and disabilities (SEND).</p>

**For more information about all Gatsby Benchmarks visit:**

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

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