

Local London Gatsby Benchmark 4 Toolkit



GB4 - Careers in the Curriculum

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.

What good looks like:

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject help people 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 learners.

For schools:

- 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.

For colleges:

- As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.
- Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.

Why this matters:

- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.
- Students become more aspirational, understanding that perceived barriers can be overcome and that there are numerous pathways to success.
- Subject teachers are highly influential – students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.
- Staff highlighting the relevance of their subject to future careers and opportunities creates social capital for young people with more limited networks.
- Improving career guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education", ICEGS.
- Skills Builder – Better Prepared Report 'Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects.'
<https://www.skillsbuilder.org/better-prepared>

Sub-benchmark	Guidance/Resource
By the time students leave school, they will have had experienced curriculum learning that highlights the relevance of all subjects to future career paths	<p>The curriculum is made up of the formal learning organised by the school. Careers in the curriculum has twin purposes:</p> <ul style="list-style-type: none"> to promote students' career learning, development and wellbeing; and to enhance students' subject learning and attainment and their overall personal and social development.
Providing career learning as a subject in its own right	In this approach careers content is delivered as a discrete curriculum, e.g. careers education or as part of PSHE. Clear career learning outcomes are identified with corresponding learner outputs (CVs, mock interviews, etc).
Incorporating career learning within other subjects	<p>Subject teachers and leaders understand the careers programme and the intended career learning outcomes. They understand where their career learning outcomes are covered in their own curriculum. This is audited and tracked within careers programme and strategic careers plan by the Careers Leader. Subject teachers and leaders are also supported to identify elements of their curriculum to 'teach through the lens' of careers to support engagement and/or understanding. This can be achieved by subject departments embedding elements of career learning in schemes of learning.</p> <p>Subject links to potential careers (Gatsby 4)</p> <ul style="list-style-type: none"> CEC My Learning My Future resources Apprenticeship information for each subject My Skills My Future contains a series of lesson plans, employer project briefs, video content and resources to support young people with SEND to consider their next steps More subject resources for Teachers here.
Supporting learners, parents & carers to understand the relevance of all subjects/ programmes of study	<p>All staff highlight the relevance of their subject/programme of study to the world of work, futures and careers.</p> <p>This can be done through:</p> <ul style="list-style-type: none"> Specific careers-related sessions, lessons, or events (e.g. during National Careers Week). Sessions designed to help learners and parents and carers with option choices at key transitions (e.g. "Why study MFL?" workshops). <p>Teaching staff should also help learners and parents and carers understand the progression routes for their subjects/programmes of study.</p>
Making links to careers from the curriculum	Supporting learners to understand how knowledge and skills developed in their curriculum learning helps gain entry to, and be more effective within, a wide range of pathways and occupations.
Embedding curriculum learning in the context of the world of work	Embedding careers in the curriculum involves all staff consistently highlighting the relevance of their subjects and programme of study to the world of work and careers, and making regular connections between the curriculum and careers, pathways, and essential skills.
Supporting staff to develop meaningful employer encounters and work experiences linked to curriculum topics.	<p>Supporting staff in developing employer encounters and work experiences linked to curriculum topics bridges the gap between academic learning and real-world application.</p> <p>This provides learners with practical insights and hands-on experiences, enhancing their understanding of subjects and study programs.</p>

How to deliver careers in the curriculum

The three main ways of delivering careers in the curriculum are:

- Providing career learning as a subject.
- Incorporating career learning within other subjects.
- Organising career learning through co-curricular activities (i.e. enrichment activities strongly connected to the formal curriculum).

Teacher Encounters

A teacher encounter provides an opportunity for teachers to engage directly with employers to see and learn about the different career pathways relevant to their subjects, and to observe how their subject is applied practically in business.

[1589 - Teacher encounters framework Final designed.pdf \(careersandenterprise.co.uk\)](#)

[Teacher Encounter Resources | CEC Resource Directory \(careersandenterprise.co.uk\)](#)

- Teachers are confident at talking about careers related to their subject matter and understand the routes, pathways and the skills in demand from employers.
- CPD for subject teachers and the opportunity to visit relevant industries.
- Subject teachers will understand the school process to access potential employers or alumni and regularly look to increase contact and develop relationships with key local and national employers.

Getting started with BM4

The CEC's resource [understanding how to embed careers in the curriculum](#) helps Careers Leaders by supporting teaching staff to:

- highlight the relevance of their subject and pathways to the world of work and careers;
- make links to careers from the curriculum;
- embed curriculum learning in the context of the world of work.

[Webinar: Careers in the Curriculum - Gatsby Benchmark 4 workshop](#)

Auditing your current curriculum activities

Ask staff to audit where they are already delivering against your career learning outcomes and to help identify opportunities to champion and make careers explicit through their curriculum. You can use the Careers Audit Tool from the CEC.

For more information regarding Gatsby Benchmark 4 visit: [Gatsby Benchmark 4 | CEC Resource Directory](#)

For more information about all Gatsby Benchmarks visit:

- Schools, Special Schools and Alternative Provisions: [1995 - Gatsby BM Schools and specialist provision settings Toolkit v9.pdf](#)
- College: [1995 - Gatsby BM FE Toolkit v8.pdf](#)

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