

Gatsby Benchmark 1

A stable careers programme – Every college should have an embedded programme of careers education and guidance, which is clear and understood by learners, parents/carers, tutors, governors and employers. All linked through Inclusivity, Equality and Diversity.

Learners and Parents/Carers

- Careers programme – linked to Website
- Initial Assessment to baseline personal goals and aspirations
- Impartial Careers, Education, Information, Advice and Guidance (CEIAG)
- Education Health Care Plan (EHCP) outcomes linked to curriculum and employability targets
- Personalised learner timetables
- Careers Events
- Business and Employer presentations and visits
- Alumni Events
- Parents open days/evenings
- Real life experience
- Industry Days

Teaching Staff

- Continuous Professional Development (CPD)
- Training in strategies to support our young people to achieve their personal career aspirations and targets
- Coherent schemes of work for preparation for employment
- Delivery of BTEC Workskills at the appropriate level
- Personalised timetables to incorporate vocational days and work placements.
- Learner log books

Board of Governors, Directors and Trustees

- Updates to the governing body, board of directors and trustees through presentations and reports

Gatsby Benchmark 2

Learning from career and labour market information – Every learner and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- Impartial Careers, Education, Information, Advice and Guidance (CEIAG) from a Level 6 Careers Advisor
- Learners EHCP reviews
- Working with Local Authorities and supporting transition to next destination
- Parents open days/evenings
- Sourcing current and relevant information regarding current trends in the labour market from our local Connexions service
- CPD and staff training sessions to keep updated with career and labour market information
- Industry Days
- Visits to local businesses to consider future employment opportunities

Gatsby Benchmark 3

Addressing the needs of each learner – Learners have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each learner. A college careers programme should embed equality and diversity considerations throughout.

- Planned initial two year learner journey on the Employability Pathway with opportunity for extended study
- Impartial Careers, Education, Information, Advice and Guidance (CEIAG)
- Education Health Care Plan (EHCP) outcomes linked to personal aspirations and employment goals and targets
- Employer talks linked to learner interests and realistic opportunities
- Industry Days to enthuse ambition and progression in employment
- Project work to create opportunities based on individual needs and aspirations and form long term partnerships within the local community
- Job coaches to support individual needs, implement strategies to ensure employment is sustained and inspire progression
- Differentiated learner work log books
- Annual training for staff related to embedding equality and diversity

Gatsby Benchmark 4

Linking curriculum learning to careers – All teachers should link curriculum learning with careers. STEM (Science, technology, engineering and mathematics) subject tutors should highlight the relevance of STEM subjects for a wide range of future career paths. Study programme should also reflect the importance of Maths and English as a key expectation from employers.

- Work experience and work skills
- Individualised timetables
- Employer notice boards and posters
- Links to curriculum
- BTEC courses linked to end destination
- Industry days
- Embedding functional skills in maths and English across the curriculum
- ILP's
- Scheme of Work
- Lesson plans
- Trackers

<p>Gatsby Benchmark 5 Encounters with employers and employees – Every learner 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 activities including visiting speaker, mentoring and enterprise schemes, and should include learners own part time employment where it exists.</p> <ul style="list-style-type: none"> • Mock Interview days hosting by local employers • Work Experience opportunities to develop transferable work skills • Employer Engagement Events and Industry Days including Skills Workshops • Alumni Events • Engagement with local businesses and community ventures 	<p>Gatsby Benchmark 6 Experience of workplaces – Every learner should have first-hand experiences of the workplace through work visits, work shadowing and /or work experience to help their exploration of career opportunities and expand their networks.</p> <ul style="list-style-type: none"> • External and internal work experience and placements matched to the individual learner • Weekly vocational day to develop the transferable skills needed for employment • A programme of study towards achievement of the BTEC Work Skills qualification which embeds skills necessary to support successful work experience • Informative ‘Day in the Life of...’ presentations to encourage learners and enable them to visualise a variety of job roles • Alumni – sharing of former learner experiences in the workplace • Industry Days
<p>Gatsby Benchmark 7 Encounters with further and higher education – All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> <ul style="list-style-type: none"> • Transition Event to support next destination • Visits to external providers including vocational opportunities • College visits to local further education colleges • Access to college prospectus • Impartial Careers, Education, Information, Advice and Guidance (CEIAG) 	<p>Gatsby Benchmark 8 Personal Guidance – Every learner should have the opportunity for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to the appropriate level. These should be available whenever significant study or career choices need making to meet individual needs.</p> <ul style="list-style-type: none"> • Employment Engagement Officer personalised sessions • Individualised meeting with Level 6 impartial Careers Advisor at key transition stages • Experienced team of job coaches to support learners if required • Form tutor sessions and regular updates and feedback on achievement of targets and goals • Engagement with parents and carers to inform progress against agreed careers targets and discuss next steps