Gatsby Benchmark	Implementation	Intended Impact	Evidence
1 A stable careers programme	➢ Careers plan overview of the year shared with stakeholders and on website ➢ Careers plan identifies key priority benchmarks ➢ Careers plan identifies opportunities that are consistent across the year as well as at timely points for each year group	➢ All stakeholders understand the aim of the careers programme ➢ All year groups receive pertinent careers education	➢ Website print out of each page for all stakeholders ➢ Feedback from stakeholders ➢ Action plan for development of key priority benchmarks
2 Learning from career and labour market information	➢ Assembly in autumn and summer term ➢ Careers bulletins to parents highlight LMI information on a half termly basis ➢ Better utilise options data to inform experiences at KS4 to support students in pursuing industries of interest.	➢ Students and parents understand the impact of LMI and how this may guide their option, qualifications or careers choices ➢ Information to be shared with teachers for them to add to department displays	➢ Copy of assembly PP slides ➢ Careers bulletins
3 Addressing the needs of each pupil	➢ Priority first CEIAG meetings with DA and vulnerable students ➢ CEIAG responsibilities ensure SEND and vulnerable students receive fortnightly support as a minimum ➢ CEIAG's roles and responsibilities assigned strategically to utilise their expertise ➢ SEND and vulnerable year 10 and 9 students including LAC receive priority support. ➢ SEND careers group established and project run utilising our employer engagement representative ➢ Fleur Weddle to lead on more able students to support more ambitious destinations and course qualifications ➢ New Employer Engagement Rep utilised to provide our more able students with greater challenge/ higher aspirations over time ➢ RONI tool utilised from year 7 onwards to identify early potential NEETs ➢ Early identified potential NEETs including LAC, SEND and other students considered vulnerable	➢ DA students apply to more than one college well in advance of the deadline ensuring they have a place that is suitable for their ability and interests ➢ SEND and vulnerable students have time to visit potential placements and establish one that parents/ carers and students feel is appropriate and where they will be happy ➢ CEIAG roles and responsibilities ensures intervention as at a significantly increased scale and that this is sustainable and supports a bespoke approach for those that need it ➢ Raised aspirations for more able and vulnerable students ➢ All alternative provision students have an appropriate placement established	➢ Student meeting spreadsheet with dates of meetings and points discussed ➢ Breakdown of CEIAG roles and responsibilities ➢ RONI tool spreadsheet and identified students ➢ Stakeholder evaluations following events ➢ Trip, visit, event resources ➢ Email communication including contact with parents,

	➢ receive targeted opportunities including trips and visits and in-house events ➢ Early identified NEET KS3 package lead by deputy house leaders ➢ Alternative Provision students have high level of contact and liaison across our school and placement school to ensure an appropriate place is established. ➢ Parent/ carer contact home takes place following every appointment for a SEND, LAC or vulnerable student	➢ Reduction in NEETs over time having received early intervention from early identification ➢ Parents/ carers are informed of key dates and requirements regarding post 16 provision	meeting summary notes ➢ Students career profiles ➢ Destinations data
4 Linking curriculum learning to careers	➢ Careers signpost on all 'success criteria' slides as a consistent visual link ➢ Options week supported by careers week which takes place for all students year 7-10 ➢ STEM subjects support with promotion of related extra-curricular opportunities for relevant year groups ➢ Faculty display areas support knowledge and awareness of linking careers ➢ Learn Live and BBC Bitesize utilised as resources within lesson time ➢ Maths to run lessons around finance and budgeting ➢ Skills Builder mapped across citizenship time with a focus on a pertinent skill for each year group, delivered by form tutors ➢ Skills Builder challenge days resources utilised during wellbeing week	➢ Careers is referenced consistently in lessons ➢ Students are able to articulate the careers that link to different subjects ➢ Students are able to explain how their option choices are able to link to their chosen career or area of interest ➢ Increase in the number of students pursuing STEM based subjects post 16 ➢ Video resources utilised supporting students engagement in careers learning and access to knowledge about careers and pathways into careers ➢ Students have an understanding of finance and budgeting later on in life ➢ Students better understand the skills they need to be successful and are able to articulate their strengths	➢ Success criteria example slides ➢ Options week plan ➢ Careers week plan ➢ Careers week stakeholder evaluations ➢ Extra-curricular timetable ➢ Lesson resources promoting STEM opportunities ➢ Faculty display photographs ➢ Finance and budgeting lesson resources form maths ➢ Skills Builder mapping/ planning ➢ Skills Builder records of teacher logins ➢ Skills Builder resources used for challenge days

| | | | | Student evaluation forms in relation to Skills Builder |
				Destinations data
5 Encounters with employers and employees	➢ Virtual work experience opportunities for year 11 students to be shared with students and parents frequently ➢ Careers fair for all students year 7-10 during parents' evenings ➢ Future Fridays provide access to variety of employers, particularly those that break stereotypes ➢ Trips and visits to take place during summer term including in house events with visiting employers ➢ Wellbeing week interactions with employers and employees ➢ Staff career profiles updated and placed on teachers doors		➢ Students practice interviews afford them confidence and knowledge of 'real world' interviews in preparation for college especially ➢ Students are able to speak confidently to employers and employees and ask questions ➢ Students aspirations are developed and they are able to see how they could achieve an aspiration from a positive role model ➢ Staff career profiles open up dialogue for further discussions to take place around careers and pathways throughout life including qualifications. These also provide students with positive role models	➢ Virtual mock interview record ➢ Student voice regarding virtual mock interview ➢ Employer feedback following mock interviews ➢ Careers fairs plans ➢ Careers fairs student evaluations ➢ Careers fair providers evaluations ➢ Trips and visits plans and student voice ➢ Staff career profiles ➢ Wellbeing week plans
6 Experiences of the workplace	➢ Place of work experiences in-house providing experiences in school ➢ Employer engagement rep supports experiences of the work place events in school for year 10 students ➢ Use of resources within curriculum time across year groups with information shared about work place environments ➢ ILT supports knowledge of work places ➢ Work experience to take place for all year 10 students including package of support for students who can not find a placement		➢ Students are able to engage in a work place setting safely in school ➢ Students can articulate the way in which the work place differs from a school environment. They can articulate their thoughts about whether this would suit them, what their strengths and challenges may be	➢ In-house work experience plans and resources ➢ Employer engagement rep feedback ➢ Curriculum time resources ➢ Examples of careers based ILT set ➢ Student evaluation forms
7 Encounters with further and higher education	➢ Future Friday interactions with colleges, apprenticeship providers ➢ Trips to further and higher education settings ➢ Careers fair encounters during parents' evenings to raise parents ambitions of their children		➢ Students understand the differences between colleges, courses on offer, facilities and make decisions based on knowledge	➢ Future Friday record ➢ Future Friday providers evaluation forms ➢ Trip plans, resources, evaluations

	➢ Assemblies from local colleges to introduce students to courses they have expressed an interest in. For example, psychology.	➢ Students have raised aspirations having enjoyed a visit to a setting they possibly wouldn't have considered otherwise ➢ Students have a better understanding of what is entailed in certain courses to be able to more accurately decide whether this is the best qualification or subject for them to pursue based on their ability and interest.	➢ Careers fair student reflections
8 Personal Guidance	➢ CEIAG meetings take place for year 11 and 10 students and early identified KS3 NEETs, SEND, LAC and other vulnerable students. ➢ Student career profiles created following each appointment and shared with form tutors ➢ Parental engagement developed through option to make appointments on School Cloud at parents' evenings for all year groups to receive advise when needed ➢ Wellbeing weeks provide opportunities for parents to access careers guidance from an CEIAG	➢ All year 11 students establish a post 16 place ➢ Reduction in NEETs ➢ Form tutors play a role in monitoring students' visits to open days and applications made ➢ Career profiles shared with form tutors ensures that a dialogue continues to take place after the initial CEIAG meeting as taken place ➢ Parents are able to understand the requirements post 16 well in advance and can begin discussing this at home with their children	➢ Student career profiles ➢ Student spreadsheet with notes ➢ Email communication including parent contact evidence ➢ Parents' evening records of attendance for careers ➢ Wellbeing week plans, resources and student evaluations ➢ Destinations data ➢ Form tutor email communication