

# Gatsby 8 Benchmarks summary

## 1. A stable careers programme

### WHAT GOOD LOOKS LIKE

Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
  - The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
  - The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
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## 2. Learning from career and labour market information

### WHAT GOOD LOOKS LIKE

All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.

- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
  - Parents should be encouraged to access and use information about labour markets and future study options to support their children.
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## 3. Addressing the needs of each pupil

### WHAT GOOD LOOKS LIKE

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.

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## 4. Linking curriculum learning to careers

### WHAT GOOD LOOKS LIKE

All teachers link curriculum learning with careers.

- Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
- By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and maths.

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## 5. Encounters with employers and employees

### WHAT GOOD LOOKS LIKE

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- Students should participate in at least one meaningful encounter with an employer every year from the age of 11.
- Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.

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## 6. Experiences of workplaces

### WHAT GOOD LOOKS LIKE

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities.

- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

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## 7. Encounters with further and higher education

### WHAT GOOD LOOKS LIKE

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
  - By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
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## 8. Personal guidance

### **WHAT GOOD LOOKS LIKE**

Every student should have opportunities for guidance interviews with a career advisor.

- Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18.