

Gatsby Benchmark	Current provision	Key Actions	Deadline	Who	Success Criteria
<p><b>1. A stable Careers Programme.</b> Every school should have a stable, structured programme that has the backing of SLT and an appropriately trained person. The programme should be published on the website and understood by students, parents, teachers and employers</p>	<ul style="list-style-type: none"> <li>• Cross-curricular, Tutor-time and assemblies audit revised 2018 - careers education mapped</li> <li>• Assistant Headteacher has strategic responsibility for careers education and planning and is the lead individual</li> <li>• Resources available on Teachers' Shared and in the Library</li> <li>• Careers Access Policy on website</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Plan 2018-2020 to be revised and published on website</li> <li>• Named Governor to be in place</li> <li>• Discreet Careers budget allocated</li> <li>• Careers section on website to be regularly updated with information, items and links aimed at students and parents</li> </ul>	<p>Sept 2019</p> <p>Oct 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT</p> <p>RM</p> <p>RM</p> <p>SLT/JB</p>	<ul style="list-style-type: none"> <li>• QA and audit evidences students receiving a structured programme</li> <li>• Website and newsletters provide effective means of sharing information</li> <li>• Governors, staff, students and parents understand the Careers' Plan and Programme</li> </ul>
<p><b>2. Learning from career and labour market information.</b> 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 adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• Tutor-time programme, curriculum opportunities and assemblies provide information</li> <li>• Careers' Library and displays are given a prominent position in the Library</li> <li>• Careers' Adviser is in school one day a week to provide specialist advice</li> <li>• Additional guidance is provided for SEND students and CiC.</li> <li>• Discover US Programme and visits to Universities</li> <li>• Information and specialist information is gained from AIG Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor-time and curriculum programme to include information about careers and local labour market using employers where relevant</li> <li>• Increase links with HE providers to provide additional information and experiences and raise aspirations, particularly with regards to Disadvantaged students.</li> <li>• Develop/revise the adviser role, within and beyond school, in light of DCC changes.</li> <li>• Introduce 'How to become a ...' twilight sessions for students and parents</li> </ul>	<p>Ongoing</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Jan 2020</p>	<p>PMS and LCs</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• All students have access to a programme that provides information</li> <li>• Student aspirations are raised as evidenced in destination surveys. Greater numbers of students have access to a higher-education experience</li> <li>• Plans are completed for the replacement of the DCC Careers service and advisers</li> <li>• One evening event is held before Jan 2020 and is attended by students/parents</li> </ul>
<p><b>3. Addressing the needs of each student.</b> Students have different career guidance needs at different stages and advice and support needs to be tailored, with diversity and equality embedded in the</p>	<ul style="list-style-type: none"> <li>• The careers programme and Pupil Premium Plan address barriers to learning and the support required</li> <li>• SEND students and their parents receive additional guidance, advice and support from the SENDCO and other staff, which is formalised at Annual Reviews and Transitional Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Careers programme to be developed in response to information gained from destination information, SEND meetings and the Pupil Premium Plan.</li> <li>• Draw up a list of ex-students and parents who, because of their career paths/experiences can support the careers plan and information sessions</li> </ul>	<p>Oct 2019</p> <p>Ongoing</p>	<p>SLT, PMS and LCs</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• A review of the careers programme identifies changes needed in response to information</li> <li>• A list of ex-students and parents is created and regularly updated to support the Careers programme</li> </ul>

<p>Careers' Programme. Schools should collect and maintain destination information for the past three years.</p>	<ul style="list-style-type: none"> <li>• Destination information is collected in school and also provided by the LA. The data is presented to the Governing Body and analysis is undertaken.</li> <li>• The low number of NEETs suggest students receive appropriate career guidance and are able to progress.</li> <li>• Records of careers' adviser meetings are shared and stored with reports in school files.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop practices and systems that record the individual advice and careers intervention that each student receives.</li> <li>• Continue to analyse destination information over time to inform practice and to identify any barriers that prevent students making good post-school progression.</li> <li>• Use destination surveys throughout KS3 and 4 to track planning and identify additional support and guidance required.</li> </ul>	<p>Nov 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT</p> <p>SLT</p> <p>PMs, LCs and SLT</p>	<ul style="list-style-type: none"> <li>• Systems used to record and share information will be reviewed and any changes implemented</li> <li>• Destination information and performance data will be analysed each year to identify any barriers</li> <li>• Destination surveys and student information will be used throughout the year to identify individual needs</li> </ul>
<p><b>4. Linking curriculum learning to careers.</b> All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. All teachers emphasise the importance of succeeding in English and Maths.</p>	<ul style="list-style-type: none"> <li>• Cross-curricular audit, revised 2018, identifies the links made between learning and careers, including STEM subjects. Gaps have been identified and addressed (financial planning)</li> <li>• Significant emphasis is given across the curriculum to the importance of literacy and numeracy and succeeding in Maths and English as evidenced by curriculum structures and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase links between curriculum areas and the world of work and careers by identifying gaps and ensuring references to the real world are embedded in curriculum planning</li> <li>• Develop curriculum enrichment activities that have a problem solving, careers and/or enterprise focus</li> </ul>	<p>Nov 2019</p> <p>Oct 2019</p>	<p>CALs</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Schemes of work will make specific reference to links with the world of work and careers and be embedded in planning</li> <li>• Curriculum enrichment activities will be introduced that have a careers focus and will receive positive feedback from students and staff.</li> </ul>
<p><b>5. Encounters with employers and employees.</b> 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 one encounter with an employer every year between Years 7 – 11.</p>	<ul style="list-style-type: none"> <li>• Post 16 Evening and the Skills Festival provide opportunities for students to learn from employers about the skills valued.</li> <li>• Visitors are brought in to curriculum areas to enhance provision (e.g. professional chefs)</li> </ul>	<ul style="list-style-type: none"> <li>• Local employers to be invited to at least two assemblies per year group over the course of the year</li> <li>• Curriculum areas to identify opportunities, within and out of lessons, to involve employers</li> <li>• Introduce 'How to become a ...' twilight sessions for students and parents that enable them to encounter employers and a variety of professional roles</li> </ul>	<p>July 2020</p> <p>Nov 2019</p> <p>Jan 2020</p>	<p>PMs, and LCs</p> <p>CALs</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• Assembly programmes to include at least two local employers/professionals throughout the year</li> <li>• Increased number of employers to be used within curriculum areas</li> <li>• One evening event is held before July 2019 and is attended by students/parents</li> </ul>
<p><b>6. Experiences of workplaces.</b> Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to</p>	<ul style="list-style-type: none"> <li>• MADE in Chesterfield enables students to visit local industries</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum areas to identify opportunities to develop workplace visits.</li> <li>• Consider the re-introduction of work-experience placements and/or community projects and/or the</li> </ul>	<p>Sept 2020</p> <p>Jan 2020</p>	<p>CALs</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• Workplace visits are introduced and reviewed across subject areas</li> <li>• SLT will plan to develop work-shadowing days and will consider the re-introduction</li> </ul>

<p>help their exploration of career opportunities, and expand their networks.</p>		<p>introduction of work-shadowing days in 2019-20.</p>			<p>of work experience , identifying clear rationale to support decisions</p>
<p><b>7. Encounters with further and higher education.</b> All students 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 the workplace.</p>	<ul style="list-style-type: none"> <li>• Post 16 Evening, open days and events enable students to understand the range of opportunities available.</li> <li>• Discover US Programme, visits to Universities and sessions led by Universities in school</li> <li>• All Y11 students are provide with information about apprenticeships</li> <li>• The careers library and displays provide information about the full range of opportunities available</li> <li>• Some Curriculum Areas provide specific information about career paths related to their subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all Curriculum areas have information and displays which identify career paths related to their subject areas</li> <li>• Increase links with HE providers to provide additional information and experiences and raise aspirations, particularly with regards to Disadvantaged students</li> <li>• KS3 Tutor time programme to include information about Post 16 routes and include activities that challenge barriers and raise aspirations</li> <li>• Specific information about filling in applications, interviews and apprenticeships to be provided to all Y10/11 students.</li> </ul>	<p>Nov 2019</p> <p>Nov 2019</p> <p>Nov 2019</p> <p>Oct 2019</p>	<p>SLT, LCs and PMs</p> <p>CALs</p> <p>PMs</p> <p>LCs</p>	<ul style="list-style-type: none"> <li>• A visit to York university will be completed and be well-received by students</li> <li>• Destination surveys will indicate a raising of aspiration, particularly in relation to Disadvantaged students</li> <li>• KS3 Tutor-time programme will be reviewed and revised</li> <li>• All students in Y11 will have a good understanding of how to complete the application process.</li> <li>• Number of NEETs will reduce.</li> </ul>
<p><b>8. Personal guidance.</b> Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made and every student should have at least one interview by the age of 16.</p>	<ul style="list-style-type: none"> <li>• Every Y11 student is given the opportunity for guidance interviews with the Careers Adviser and Action Plans are completed and shared.</li> <li>• Careers Adviser attends Y9, Y10 and Y11 Parents Evening and Y9 Guided Choice Evening to meet with individual students/parents</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the provision to ensure that students who need specific support and guidance, in relation to such aspects as career routes, application processes, interview techniques, receive it.</li> <li>• Ensure that discussions take place between the SENDCO, Careers Adviser and LCs to ensure SEND, vulnerable and potential NEET students are given priority in relation to guidance interviews</li> <li>• Develop/revise the adviser role, within and beyond school, in light of DCC changes.</li> </ul>	<p>Nov 2019</p> <p>Ongoing</p> <p>Sept 2019 and ongoing</p>	<p>LCs and SLT</p> <p>SENDCO</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• Number of NEETs will reduce</li> <li>• Annual reviews and destination surveys evidence that students who need additional support and guidance have received it.</li> <li>• Plans are completed for the replacement of the DCC Careers service and advisers with a clear rationale and budget for decisions made</li> </ul>