



CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

Gatsby Benchmarks Audit

July 2020

1. Gatsby Benchmark 1: A stable careers programme

| Description | Programme | Evidence / Action |
|--|--|---|
| Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. | The school has an embedded cohesive programme of careers education and guidance that runs from KS3 -4. Activities include careers learning across the curriculum, employer engagement activities, internal and external careers advisers and leaders. As well as work-related learning, work experience, enterprise, independent living skills | Discover, explore, focus, plan & decide. Carousel of 8 lesson on years 7,8 & 9 Drop down day for years 10 & 11 Assemblies /Presentations. Trips and visits. Whole school careers fair Links with GM higher Subject careers related SOW Calendar of activities for each year group |
| | The careers curriculum and programmes are published on the school's website so students, parents, teachers and employers can access and understand the plan for them at the school. | Careers letter sent home to all year groups that Signposts pupils and parents to the careers section of the school website and informs them how to use the various websites for independent careers guidance |
| | There is a named Careers Lead responsible for the management of the school's careers curriculum and provision (SLT or ML). | Lisa Rothwell AH |
| | There is a school careers policy that is shared with all stakeholders. | School website |
| | The development of the careers curriculum and programmes is included in the school improvement plan. | SDP |
| | The school has an annual careers action plan, developed by the careers lead and reviewed with all staff. | See strategy and strategic plan |
| | The careers programme is actively promoted through newsletters, social media and the school's website. | Careers twitter account School website |
| | Details of the development and progress of the careers programme and curriculum are shared with SLT for review, support and funding. | Engagement calendar |
| | Key stakeholders (including parents, carers, staff, ICAG) are invited to provide regular and systematic feedback of evaluation of the school's careers programmes via questionnaires, surveys etc. | Feedback from careers fairs mock interviews & interview with advisor |

Notes:

Introducing in October 2020 GMACS – xello IT programme.

We need to do more parent surveys at parents evening when we have the it necessary to complete feedback surveys.

2. Gatsby Benchmark 2: Learning for careers and labour market information

| Description | Programme | Evidence / Action |
|---|---|---|
| Every pupil, and their parents, 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. | Labour Market Information is provided for parents, pupils and staff termly via the schools' website. Sharing of LMI to ensure staff are supported to map curriculum content to provide an embedded approach. | This is an area of development |
| | Independent Careers Advisor attends Parent evenings and or EHCP reviews (Y8-11). | This should begin Sept 2020 |
| | Y8- 10 pupils are offered career conversations with the schools Independent Career Advisor. | Referral service to be introduced Sept 2020 |
| | The school tracks destination data to inform the careers programme and career plan development. | This should begin Sept 2020 |
| | There is a career assembly & form activity plan that covers careers information topics appropriate for each year group. | See assembly & form activity plan |
| | The school has a designated space for hard copy careers advice resources that is accessible for all pupils. | There is literature available at the school careers office Careers noticeboards around school There should be allocated space in the new school library Sept 2020 |
| | All pupils have access to online resource links via a shared pupil area such as xello, NCS, icould, amazing apprenticeships. | Xello to be introduced Sept 2020 |

Notes

There should be allocated space in the new school library Sept 2020.

3. Gatsby Benchmark 3: Addressing the needs of each pupil

| Description | Programme | Evidence / Action |
|---|---|--|
| Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. | Is there a career development plan identified in each pupils EHCP (or a plan to add one at next review) | This should begin Sept 2020 |
| | Individual careers meetings are held with ICAG or careers lead providing tailored support for pupils. | Career advisor meeting with year 11 for 1:1 reviews every week, a summary report following this is sent home |
| | There is a system in place to record individual pupils' engagement and experience of career guidance including advice, interventions, event attendance, FE visits, Employer meetings etc. | We are developing this across school from Sept 2020 with LSM and xello |
| | Each pupil as their own record/passport for career guidance and experience that they manage and maintain. | We are developing this across school from Sept 2020 with LSM and xello |
| | Career development resources do not reinforce stereo types and equality and diversity is promoted. | Careers programme caters for all. We use a variety of resources and ensure equality and diversity is promoted. |
| | Reference to SEND code of practice and links with SEND advisory groups is evident in the school's careers programme through insightful planning for individual pupil engagement. | Students who require extra support are provided with the necessary guidance |

Notes

Xello will allow students to develop their own careers passport.

4. Gatsby Benchmark 4: Linking curriculum learning to careers

| Description | Programme | Evidence / Action |
|--|--|--|
| All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. | Pupils in Key Stage 3 follow a sequential discreet careers programme of study in Life studies with clear career learning outcomes. | Pupils in year 7 -9 have 6 lessons on a carousel Year 7 = I discover ~ Students think about themselves Year 8 = I explore ~ Students think about options available Year 9 = I focus ~ Students focus on what they want to do |
| | Careers is embedded into schemes of work. (Making subjects more relatable and relevant). Teachers understand where their career learning outcomes are covered in their own curriculum. | Subject referred careers in SOW and during lessons we have a logo used across school |
| | The Gatsby benchmarks are included and identified in all subject medium-term planning. | An area for development, but all classrooms have a 'Gatsby Benchmark' poster |
| | There are Careers Subject Noticeboards in classrooms and shared areas for pupils. | Visible on corridors |
| | National Careers week is celebrated and promoted by all subject areas. | Activities planned |
| | Careers talks and assemblies are planned into the school calendar and take place over the year. | As per careers calendar |
| | There is evidence of Linking curriculum learning to careers using teaching approaches that develop transferable career skills. This includes working as autonomously as possible, organising thinking, meeting deadlines, persisting and being reliable. | Each classroom has an employability skills poster which they can refer to during lessons |
| | The planning, delivery and assessment of careers programmes across the curriculum is audited and tracked by the Careers Lead. | Careers is an item on weekly faculty meetings as to what has been covered that week. HOF send a terms report |
| | There is Careers CPD available for all teaching staff to support understanding and delivery. | Area for development |
| | STEAM visits and visitors (from industry) are incorporated into the school year. | Area for development |

Notes

We need to develop - STEM visits and visitors (from industry) are incorporated into the school year.
Look to develop subject career champions. Develop subject awareness weeks.

5. Gatsby Benchmark 5: Encounters with employers and employees

| Description | Programme | Evidence / Action |
|--|--|--|
| Every pupil 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 speakers, mentoring and enterprise schemes. | Participation in National Careers Week – workshops / lessons and assemblies’ evidence. | Whole school careers fair week prior to National careers week All staff in school display their career pathway for students to discuss with them An alumni employee delivers an informational or inspirational talk related to their career to a group of pupils An interactive website that offers careers information, support for careers decision making and potentially chat capabilities/helplines |
| | Comprehensive careers websites | List of employer links |
| | Pupils participate in at least one planned meaningful encounter with an employer every year between years 7-11. | Whole school careers fair |
| | There is evidence of an understanding of the needs and circumstances of the school’s current cohort demonstrated through good alignment between the skills and capacities of the pupils, partnerships with regional businesses and the strategic economic needs of the region. | North West labour market information from National careers service used across school |
| | Evidence of planned employer visits within the curriculum areas (especially STEM areas) to promote enthusiasm and interest in these curriculum areas. | An area to be developed |
| | There is a strategic and structured approach to the learning (ensuring the sequencing of these activities are age appropriate and progressive) and a shared sense of purpose with key partners including parents/carers, employers, teachers and other agencies. | The curriculum plan builds so its age appropriate Year 7 = I discover ~ Students think about themselves Year 8 = I explore ~ Students think about options available Year 9 = I focus ~ Students focus on what they want to do Year 10 = I plan ~ Students begin to plan how they are going to achieve their aspirations Year 11 = I decide ~ Students decide which routes to take and how to get there |

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| | <p>The school is working to build sustainable relationships with large and small employers and plan mentoring, careers talks, mock interviews, workplace visits.</p> | <p>An employee delivers a one-to-one mock interview to a pupil to prepare them for the job application process An employee delivers lessons in the classroom related to writing CVs to prepare pupils for the job application process</p> |
| | <p>There is evidence of monitoring the effectiveness and engagement of pupils in encounters with employers, local businesses to ensure that they have meaningful encounters.</p> | <p>Students complete a careers passport during the whole school careers fair Feedback gained on any encounter/experience</p> |

Notes

Careers lunchtime cafes to be developed.

To be developed - Evidence of planned employer visits within the curriculum areas (especially STEM areas) to promote enthusiasm and interest in these curriculum areas.

To be developed - during National careers week, each faculty to have a work-related lesson/focus.

6. Gatsby Benchmark 6: Experiences of workplaces

| Description | Programme | Evidence / Action |
|---|--|---|
| Every pupil should have had first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | There are key planned learning outcomes for all Work experience placements with the Intent clearly identified? | This was cancelled for year 10 due to lockdown, but we hope this will take place July 2021 |
| | The experience of workplace is matched to the individual pupils needs and capabilities with potential built in to progress over time i.e. workplace visit, work shadowing and Work experience. | We work alongside Wigan to ensure students have an experience in a preferred area of choice |
| | There is evidence that pupils are 'active participants' when choosing a workplace experience. | Student participate as much as possible in self placement |
| | There is evidence of monitoring of the quality of Work placement and impact by the Careers lead that informs future planning. | We work alongside Wigan to ensure students have a quality experience |
| | There is clear evidence to demonstrate that experiences of workplace are part of the progressive planning of the careers programme for work related encounters and not 'bolted on'. | At the moment only work experience planned, other activities to be developed |
| | All pupils receive preparation work and guidance prior to their experience of work framed to embed potential learning opportunities. | Assemblies, parent evening and a drop-down day all form part of the preparation |
| | All placements are thoughtfully sourced in line with the school's Equality and Diversity policy to avoid career stereotypes. | We work alongside Wigan to ensure students have a quality experience |
| | Pupils are actively involved in evaluating Work encounters/experience through debrief and reflection. They are encouraged to monitor their own experience and learning outcomes. | Students are asked to keep a diary and then complete an evaluation after their placement |

Notes

To develop - Work place visits pupils are taken as a group to a workplace and are introduced to its operation.

To develop - Pupils shadowing a particular employee to develop an understanding of their day-to-day role.

7. Gatsby Benchmark 7: Encounters with further and higher education

| Description | Programme | Evidence / Action |
|--|--|--|
| <p>All pupils 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> | The school ensures encounters with providers of apprenticeships, work-based training and further and higher education, facilitated both in school and through off-site visits. | Whole school careers fair Year 10 visit 2 HE colleges |
| | The careers lead (with subject leads) has established links with local FE colleges and Universities. | Careers Fair Assemblies |
| | The pupils in year 11 have opportunities built into their careers programme to attend meaningful visit days at Universities in their area. | This was trialled by languages but we need to develop this further We need to take GM Higher up on these opportunities but time out of class is a restriction |
| | School provides access to FE and Universities through virtual tours and recorded interviews (provided by the establishments) for pupils who need greater depth of preparation before visits. | Virtual tours ben available much more during lockdown |
| | The school delivers at least one career and work encounter theme day per year with visitors from FE, vocational colleges and apprenticeship providers invited to talk to the pupils. | Whole school careers fair |
| | Pupils in Y10/11 have access to life skills programs such as travel training, interview techniques and visit preparation work. | Year 10 have dropdown day to prepare for work experience Year 11 have a drop-down day to prepare for mock interviews and college/training applications |
| | The school meets statutory guidance and the Access Provider Statement is published on the school website. | As per website |
| | The school involves parents and professionals in planning encounters with FE and Higher education through EHCP review and planning from Y9 transitions upwards. | Careers advisor to begin to take part in meeting with parents at EHCP meetings He offers support and advice to all groups when requested |

Notes

To be developed visits to universities & providers of apprenticeships, work-based training.

8. Gatsby Benchmark 8: Personal guidance

| Description | Programme | Evidence / Action |
|---|---|---|
| <p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p> | <p>The School is compliant with the DfE statutory requirement for pupils from Year 8-11 to have access to independent and impartial careers guidance.</p> | <p>1-1 Careers Interviews for year 11 1-2 Referral system being introduced for all other students</p> |
| | <p>The school has or purchases the service of a Careers Advisor who hold a Level six or higher careers qualification, such as the Qualification in Careers Development (QCD) or equivalent, or the work- based Diploma in Careers Guidance and Development, who subscribe to the CDI Code of Ethics and have a valid DBS check.</p> | <p>Careers advisor for 2 days he has a level 6 qualification and is a member of CDI</p> |
| | <p>Career conversations are an ongoing part of a pupil's school experience and personal guidance is an integrated part of the overall careers programme. This can be led by the Careers lead in group sessions or lessons or 1-1 with an advisor.</p> | <p>This is ongoing across school in assemblies, form time, lessons, drop in and 1: meetings</p> |
| | <p>The school offers personalised support tailored to pupils' needs and abilities. The advice is impartial and always in the best interests of the pupil. It has an observable impact on their career and progression.</p> | <p>Personalised report from careers advisor sent home following their interview</p> |
| | <p>The school is proactive in planning and reaching out to parents/ carers who find it difficult to support their child's career development. Staff are also proactive in supporting pupils with complex lives. Their needs are recognised and resourced with more intensive, wrap-around support, including ongoing mentoring.</p> | <p>We offer mentoring support from GM Higher and tailor any support which our students require</p> |
| | <p>Every pupil has had a one to one careers interview with a Careers Advisor by the age of 16 or has one planned by the end of year 11.</p> | <p>Careers advisor keeps a data base of his interviews and year 11 interests, choices & applications</p> |
| | <p>Careers advisors attend transition EHCP's to support appropriate target setting in relation to learning, future employment and independence.</p> | <p>This will begin September 2020</p> |
| | <p>Careers guidance is delivery in a way that consolidates all career education experiences, supports pupil's career decision making and promotes self-efficacy.</p> | <p>Xello GMACS will hopefully students to create their own online action plan to kick-start their career. They will explore options, review goals and adapt to reflect their progress</p> |

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| | The school collates feedback from pupils, Parents/carers and subject leads about the effectiveness of the careers guidance to inform future planning and measure impact. | A more formal collation of feedback is required |
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Notes

A more formal collation of feedback is required.