

Gatsby Benchmarks/Intent	Implementation	Impact
<p>1. <i>A Stable Careers Programme</i> 100%</p> <ul style="list-style-type: none"> • Plan to show how careers programme meets the requirements • Presence of a named Careers Leader • Publishing of careers plan • Requesting feedback of the careers plan • Enterprise Advisor in place • Quality in Careers Standard 	<ul style="list-style-type: none"> • Ms Jo Weir is the Careers Leader (SLT) • Delivering the programme are Andrea Gilbey and Christine Sanders • Careers policy and objectives on website • Careers programme published on website • Visual display of activities for all year groups on website • Enterprise Advisor and Enterprise Co-ordinators on board • Staff member with Level 3 non accredited Careers Management qualification • PSHCE lessons include careers/employability • Review of website ongoing 	<p>Information & Awareness : students, parents, school community. The careers policy and delivery plan can be accessed through the website by outside training providers / employers. Fulfilling statutory requirements.</p>
<p>2. <i>Learning from career and labour market information</i> 100%</p> <ul style="list-style-type: none"> • Students and parent access to high quality information about future study options and labour market opportunities • By 14 years, all students have accessed and used information about career paths and the labour market to inform their decisions on study options 	<ul style="list-style-type: none"> • All year groups: LMI added to website • Communication to parents and staff about this information • All year groups: Aspirational speakers into school about career paths • All year groups: Financial planning – PSHCE • Year 8+: Access to Adviza appointments Unifrog, online careers tool • Year 8: GCSE options day – employer talks and workshops • Year 8: Unifrog introduced to support GCSE choices • Year 8/9 - World of Work' Tutor time – LMI and study options • Year 8/9 – Trump card activity – career paths • Year 10/11: Apprenticeship presentations and drop in sessions • Year 11/12/13: Careers information/opportunities on website • Careers information area in LRC and Sixth Form Learning Centre • Alumni created on LinkedIn to share career paths – over 1100 • Success stories of students onto website 	<p>An understanding of what LMI represents and the ability to personalise the information. Gain an understanding of salaries. Identifying interests, strengths and aspirations. Stereotyping. Identifying skills. Increases ability to make informed decisions</p>

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<p>3. Addressing the need of each pupil 100%</p> <ul style="list-style-type: none"> Students have different career guidance at different stages. Offer should be tailored to the stages, with diversity and equality embedded Challenging stereotypes and raising aspirations Schools should keep systematic records of the individual actions given. All students to have access this data. Schools should collect and maintain data for at least three years after they leave school 	<ul style="list-style-type: none"> All year groups: PSHCE tailored to each year group Year 8+: Access to Adviza appointments Year 8: GCSE options day – employer talks (challenging stereotypes) and workshops Year 9: University visits – (raising aspirations) Year 10: Work experience, DofE, Oxford trips, Reading Scholars, (diversity/equality/raising aspirations), employability skills Year 11: Employability Skills day, World Challenge, Oxford trips, Progression interviews Year 12: Delivery of World of Work programmes into feeder school Years 12/13: Apprenticeship Show Year 12/13: UCAS, World Challenge Year 12/13: programme - CVs, interviews, job search, Assessment Centre practice, using LinkedIn Compass + and Unifrog: systematic record of all careers and employability interventions Year 11 and 13: capture of destinations data. Progression interview used to start discussions Ex students: Over 1100 ex students on LinkedIn alumni Using Unifrog, enabling students to search various work choices and roles 	<p>Students are able to clearly identify what the options are at key transition stages and make informed decisions. Maintaining individual records, itemising interventions through career related activities will ensure every student's needs are being met. Raises aspirations. Educates and informs. Ability to make informed decisions. Awareness of what employers are looking for. Learning and developing key employability skills. Students are identified if they are at risk of poor outcomes.</p>
<p>4. Linking curriculum learning to careers 100%</p> <p>All teachers link curriculum learning with careers STEM teachers highlight the relevance of STEM subjects for career paths By 14 years, all students have 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</p>	<ul style="list-style-type: none"> All teachers: Employability reflection laminated cards to all teachers All teachers: Employers invited in to support teaching of lessons – Willmott Dixon/Art, HS2/Engineering, Marine Engineers/STEM subjects All teachers: Posters, booklets and lesson plans for all subjects All teachers: National Careers week –one careers lesson per subject STEM: Ambassador recruited and in place for CCC Year 8: GCSE options presentations and workshops (STEM focus) Year 9+: Martin Baker/Mars talks about Engineering (STEM focus) Year 10: Work experience – organised as close to student interest as possible; includes many STEM opportunities Enterprise Advisor recruited and working within the school to bring careers into the curriculum 	<p>Linking the curriculum to careers will ensure students are aware of the relevance of acquiring and developing key skills to the work place. Raises aspirations. An awareness of individual's strengths and weaknesses. Stereotyping.</p>

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<p>5. Encounters with employers & employees 100%</p> <ul style="list-style-type: none"> • Every student should have multiple opportunities to learn from employers about work, employment and the skills valued in the workplace • Students should participate in at least one meaningful encounter with an employer every year from the age of 11 	<ul style="list-style-type: none"> • Year 7: Aspirational speaker for year group - author • Year 8: GCSE options workshop with a number of employers covering a variety of industries • Year 8/9: World of work tutor time/trump cards, covering various roles • Year 8/9: Invited into the year 11 Careers Fair with over 40 employers • Year 9+: Martin Baker/Mars talks about Engineering – STEM focus • Year 9/10/11: Big Bang STEM event – annual event to meet STEM employers • Year 10: Work experience – one week out in the workplace with employers • Year 11: Employability Skills day – over 40 employers attend, interviews, workshops and very large careers fair • Years 10+: All careers fairs advertised on website eg Bucks Skills Show • Year 12: Apprenticeship show – meeting over 100 employers • Year 12: Workshop with external presenters/ex students explaining career paths • Year 13:– Live Apprenticeship Broadcasts in Tutor time and careers fairs • Year 13: Young Enterprise Scheme, designing a product and presenting to a panel • Year 12/13: Beauty Students have external speakers to talk about routes and roles • Chamber of Commerce: Strong links with members who support careers activities • Virtual delivery of materials via assemblies, website, zoom calls, video links 	<p>Raises aspirations. Educates and informs. Ability to make informed decisions. Awareness of what employers are looking for. Learning and developing key employability skills. Gains an insight into the world of work. Builds relationships.</p>
<p>6. Experiences of workplace 100%</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience</p> <p>By the age of 16, every student should have had at least one experience of a workplace</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have</p>	<ul style="list-style-type: none"> • Year 10: Work experience – whole year group attend work experience for one week in the workplace • Year 12: Work experience – all year 12s encouraged to seek work experience and most have part time jobs • Year 12 group: Students have first hand experience of delivering World of Work programmes into Junior schools – practising facilitation and teaching • Year 12/13: students studying Beauty Therapy go on work placement one day per week 	<p>Raises aspirations. Educates and informs. Ability to make informed decisions. Awareness of what employers are looking for. Learning and developing key employability skills. Valuable insights into the working of an organisation. Builds relationships</p>

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<p>7. Encounters with further and higher education 100%</p> <ul style="list-style-type: none"> 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 for a range of learning opportunities By the age of 18, all students who are considering University should have had at least two visits to Universities 	<ul style="list-style-type: none"> Year 8: GCSE options workshop. Adviza introduce the various routes of Sixth Form, College, University, apprenticeship Year 8/9: World of work tutor time covering academic and vocational routes Year 8/9: Invited into the year 11 Careers Fair with training providers Year 9: University trips offered to all year 9 students Year 10 : Work experience, showing where vocational routes can lead to Year 11: Visit to Langley College, if not applying for Sixth Form Year 11: Career Advisors/Leaders present at year 11 open evenings Year 11: College Careers Fair Year 11: Employability Skills day – Careers Fair has training providers Year 11: Discussion about colleges in progression interviews Year 12: Apprenticeship Show, encounters with training providers Year 12: An introduction to UCAS workshop / parents evening Year 13: Students encouraged to do University visits and visits recorded SEND students: Students briefed on courses at colleges and supported by Adviza All year groups: College open days advertised on website All year groups: Students notified of course taster days and enrol/attend individually 	<p>Raises aspirations. Identifies strengths & weaknesses. An awareness of further/higher education. Ability to make informed decisions.</p>
<p>8. Personal guidance 25%</p> <p>9. Every student should have opportunities for guidance interviews with a career advisor</p> <p>10. 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.</p>	<ul style="list-style-type: none"> All year groups: Offer of Adviza appointments by a Level 6 qualified Careers Guidance Counsellor Year 8: Guidance delivered in respect of option choices Year 10+: Rotary Club provide interview training and CV awareness to all year 10s Year 11: Progression interviews with senior members of staff Year 11: 1:1 interviews from employers at Employability Skills day Year 11: CV workshops offered to year 11s as part of Employability skills day Year 11+ :Ad hoc 1:1 meetings for CVs, interview skills, apprenticeship applications Years 12/13: National Careers Service offered to students and recorded when taken up Years 8,11,12&13: Careers Guidance Counsellor attends Parents Evenings Year 11: Workshop : creating and writing a CV Year 13: focused support for non UCAS applicants – CVs, interview skills, LinkedIn, assessment centres 	<p>To build students skills and strategise their participation in learning and the labour markets. Set objectives, raise awareness and dispel confusion. Support and guidance.</p>

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