**HERTFORDSHIRE CAREERS HUB**

**Gatsby Benchmarks Tracking**

School:

Date:

EC:

**Benchmark 1 – Stable careers programme**

Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 1.1 Does your school have a careers programme that: Is written down? Is approved by the board of governors? Has the explicit backing of senior leadership? Has resources/funding allocated to it? Is regularly monitored? Has both strategic and operational elements?  |  |  |  |
| 1.2 Does your school publish its careers programme on its website?  |  |  |  |
| 1.3 Is there information on your website about the career programme aimed specifically at: Students? Teachers? Employers? Parents/carers?  |  |  |  |
| 1.4 Does your school evaluate the effectiveness of its careers programme at least every three years? |  |  |  |
| 1.5 Does the evaluation of your careers programme take into account feedback from: Students? Teachers? Employers? Parents/carers?  |  |  |  |
| 1.6 Does your school have a lead person with strategic responsibility for overseeing your school’s careers programme? |  |  |  |

**Benchmark 2 – Learning from career and labour market information**

 Every student, 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.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 2.1 Approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market by: Benchmark guidance is from 14+ so this should be the default option shown.  |  |  |  |
| 2.2 Does your school encourage parents and carers to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children? |  |  |  |

**Benchmark 3 – Pupil needs**

Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 3.1 How strongly do you agree or disagree that your school's career programme addresses the following issues? It actively seeks to raise the aspirations of all students It challenges stereotypical thinking (in terms of gender etc) |  |  |  |
| 3.2 Does your school? Keep systematic records on each pupil’s experiences of career and enterprise activity?Enable pupils to have access to accurate records about their own careers and enterprise experiences? Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school? Share accurate and timely data with the local authority on pupil transitions and destinations? Work proactively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) students?  |  |  |  |

**Benchmark 4 – Curriculum**

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.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 4.1 By the time they leave school, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths? English |  |  |  |
| Maths |  |  |  |
| Science |  |  |  |
| PSHE |  |  |  |

**Benchmark 5 – Employer encounters**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 5.1 Please select the years during which 76-100% of students have at least one encounter with an employer or employee. Below year 6 Year 6Year 7Year 8Year 9 Year 10 Year 11 Year 12 Year 13 Above Year 13 |  |  |  |
| 5.2 What proportion of your students have at least one encounter with an employer every year they are at school? |  |  |  |
| 5.3 On average, how many encounters with an employer will your students have had by the time they leave school?  |  |  |  |
| 5.4 How many businesses will you involve in careers activity in the current academic year?  |  |  |  |

**Benchmark 6 – Workplace experiences**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 6.1 Approximately what proportion of students have had an experience of a workplace by the end of Year 11?  |  |  |  |
| 6.2 During Years 12 and 13 specifically, what proportion of students have an experience of a workplace? |  |  |  |

**Benchmark 7 – Educational encounters**

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 7.1 By the time they leave school, approximately what proportion of students have had the following experiences? Meaningful encounters with Sixth Form Colleges? |  |  |  |
| Information about the full range of apprenticeships, including higher level apprenticeships? |  |  |  |
| Meaningful encounters with Further Education Colleges? |  |  |  |
| Meaningful encounters with Independent Training Providers? |  |  |  |
| Meaningful encounters with universities? |  |  |  |
| IF pupil numbers entered for Year 12 or 13: At least two visits to a university? |  |  |  |

**Benchmark 8 – Personal guidance**

Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.

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| Criteria | Practice identified | Evidence | Actions Identified |
| 8.1 What proportion of students have had an interview with a qualified careers adviser by the end of Year 11? |  |  |  |
| 8.2 What proportion of students have had at least two interviews with a qualified careers adviser by the end of Year 13? |  |  |  |