

The Gatsby Benchmarks - Appendix 1

The Gatsby Benchmarks are a framework for providing high-quality careers guidance in secondary schools and colleges. They were developed by Sir John Holman for the Gatsby Charitable Foundation and first published in 2014. These benchmarks define eight key aspects of effective career guidance, ensuring young people are well-prepared for the world of work. The 2024 update to the Gatsby

Benchmarks ensures they remain relevant and effective in a changing education and employment landscape. While the eight benchmarks remain unchanged, updates focus on clarifications, refinements, and new emphasis based on recent evidence and stakeholder feedback. The updated Gatsby Benchmarks and associated appendices can be found online at

<https://www.gatsbybenchmarks.org.uk/>.

The Gatsby Benchmark	As Gatsby defines: The Benchmarks listed here outline the important elements of a robust career guidance programme
1. A stable careers programme	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by students, parents and carers, staff, those in governance roles, employers and other agencies.</p> <ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of students, sequenced appropriately, underpinned by learning outcomes and linked to the whole school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable students, parents and carers, staff and employers to access and understand it. • The programme should be regularly evaluated using feedback from students, parents and carers, subject staff and other staff who support students, careers advisers and employers to increase its impact.
<u>Cross Keys Learning's stance on Benchmark 1</u>	

At Cross Keys Learning, we deliver an individualised careers programme, ensuring careers education is embedded across all curriculum areas. From the earliest stages, students are supported to focus on preparing for work and adulthood, with tailored programmes based on their unique needs. Our approach blends career development with fostering independence, ensuring students are well-equipped for success. We offer guest speakers, site visits, and personalised guidance to further enrich the experience.

Please click [HERE](http://www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-1/) (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-1/) to find out more about this benchmark.

2. Learning from career and labour market information

All students, parents and carers, subject staff and other staff who support students should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All students will need the support of an informed adviser to make the best use of available information.

- During their programme of study, all students should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the students in their care.

Cross Keys Learning's stance on Benchmark 2

At Cross Keys Learning, we collaborate closely with families, social care professionals, and health specialists to provide a holistic approach to students' education and post-education success. Through the Education, Health and Care Plan (EHCP) review process, we ensure families and students are involved in discussing study programmes and future options. We encourage parents to explore resources on our website, including labour market information. Students are individually supported in exploring a range of career pathways, including community integration, supported living, supported Internships, apprenticeships, or further education, with input from employers and training providers. Students engage in a range of curriculum activities that allow for development of understanding in relation to the labour market.

Please click [HERE](http://www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-2/) (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-2/) to find out more about this benchmark.

3. Addressing the needs of

Students have different careers guidance needs at different stages. Careers programmes should help students navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to

<p>each student</p>	<p>the needs of each student, including any additional needs of vulnerable and disadvantaged students, young people with SEND and those who are absent</p> <ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of students in all aspects of their careers programme, including the individual advice given to each student, and any subsequent agreed decisions. • The records of participation and advice given should be integrated with those given at the previous stage of the student's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • All students should have access to these records and use them ahead of key transition points to support their next steps and career development. • Providers should collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students • Providers should use sustained and longer-term destination data as part of their evaluation process
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 3</u></p> <p>At Cross Keys Learning, we deliver a comprehensive SMSC programme that equips students with vital knowledge on staying healthy, safe, and prepared for life and work, ensuring students understand their rights, responsibilities, and the importance of equal opportunity in life and work. Our careers programme challenges stereotypes and educates students about diverse career options. We work closely with internal and external professionals to support students, offering 1:1 guidance interviews that inform next steps. We are committed to inspiring students, raising aspirations, and fostering an understanding of the workplace, while providing the support they need to navigate their individual journeys confidently.</p> <p>Please click HERE (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-3/) to find out more about this benchmark.</p>	
<p>4. Linking curriculum</p>	<p>As part of the school's programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression</p>

<p>learning to careers</p>	<p>routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.</p> <ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every student should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations. • Careers should form part of the schools ongoing staff development programme for subject staff and all staff who support students.
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 4</u></p> <p>At Cross Keys Learning, we maintain high aspirations for all students. Every lesson across the curriculum connects to students' future aspirations, ensuring that all staff highlight the relevance of each subject to career pathways. Our flexible, specialist curriculum is tailored to individual needs, focusing on preparing students for work, adulthood, and personal development. By linking classroom learning to work experience placements, we create a seamless learning environment where skills and knowledge are continually developed. Maths and English forms part of the mandatory curriculum and all students will have lessons in these subjects, where all staff promote the importance of these subjects in relation to life and work.</p> <p>Please click HERE (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-3/) www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-4/) to find out more about this benchmark.</p>	
<p>5. Encounters with</p>	<p>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 a range of enrichment activities, including visiting speakers.</p>

employers and employees	<ul style="list-style-type: none"> Every year, alongside their programme of study, students should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 5</u></p> <p>At Cross Keys Learning, students have the opportunity to engage with employers both on-site and through off-site visits to live settings, gaining valuable insights from employers and industry partners. All students are actively encouraged to participate in work experience and work-related learning, ensuring they develop relevant skills in real-world environments. These activities help to connect classroom learning with practical career experiences.</p> <p>Please click HERE (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-5/) to find out more about this benchmark.</p>	
6. Experiences of workplaces	<p>Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p> <ul style="list-style-type: none"> By the end of their programme of study, every student should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have.
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 6</u></p> <p>At Cross Keys Learning, students are actively encouraged to engage in work experience, including workplace visits, long-term placements, or volunteering. We strive to match placements with students' aspirations, ensuring they are local and offer potential for long-term opportunities. We assess students' progress using our careers framework, providing regular feedback to support their work readiness and inform future targets.</p> <p>Please click HERE (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-6/) to find out more about this benchmark.</p>	
7. Encounters with further and higher education.	<p>All students should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>

	<ul style="list-style-type: none"> By the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stages of their career. This should include, as appropriate, further education colleges, universities and ITPs. This should include the opportunity to meet both staff and students.
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 7</u></p> <p>At Cross Keys Learning, we encourage students to explore the wide range of opportunities available to them, guiding them through discussions in lessons, visits to providers, and individual meetings with careers staff. We provide tailored support to help each student achieve their personal goals and ensure a smooth transition for students by starting transition discussions early. Our aim is to ensure students are informed about their next steps and prepared for the broad possibilities ahead in their educational and career journeys. Please click HERE(www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-7/)) to find out more about this benchmark.</p>	
8. Personal guidance	<p>Every student should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet individual needs. The careers advisor should work closely with the SENDCO and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p> <ul style="list-style-type: none"> Every student should have at least one personal guidance meeting with a careers advisor. Meetings should be scheduled in the careers programme to meet the needs of students. Information about personal guidance support and how to access it should be communicated to students, parents and carers, and other stakeholders, including through the school website.
<p style="text-align: center;"><u>Cross Keys Learning's stance on Benchmark 8</u></p> <p>At Cross Keys Learning each student, where appropriate, has an annual careers guidance interview, ensuring they receive personalised support and action plans for their career development. Parents can accompany these meetings where desired. Please click HERE (www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-8/)) to find out more about this benchmark.</p>	