

## GATSBY Benchmarks for 2019/20

Benchmark 1 – Stable careers programme	
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	
Year groups	Description of the work done to complete the bench mark
Year 7	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.
Year 8	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.
Year 9	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.
Year 10	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.
Year 11	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.
Sixth form	Documented feedback from each department about the links they have to careers and what encounters they have with external people and educational establishments. This is also on the Gatsby tracker the school use to monitor the Gatsby bench marks. L4L changed to PSHE which allows for a greater overview of what students will get each year and how one year can build on another.

## Benchmark 2 – Careers 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.

Year groups	Description of the work done to complete the bench mark
Year 7	
Year 8	Construction and engineering workshop for the whole year group run in association with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions) Career links are used in departmental presentations for GCSE choices
Year 9	
Year 10	Meetings can be booked with Les Prior for the parents evening so parents can discuss future careers and plans
Year 11	Uxbridge College ran a session for a small group of selected students to give them some Post 16 advice.
Sixth form	NCS Challenge award talk. Students were told about the benefits of the award and the regard employers have for it. Physiology Laboratory visit for 37 year 12 and 13 students.to St Mary's University.

### Benchmark 3 – Pupils needs

Students have different career guidance needs at different stages. 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.

Year groups	Description of the work done to complete the bench mark
Year 7	
Year 8	Career links are used in departmental presentations for GCSE choices. PSHE lessons on future careers
Year 9	SEN students can have an early meeting with the careers advisor so that the outcomes of the meeting can be discussed further in support lessons.
Year 10	
Year 11	EHCP students meet with an advisor from Uxbridge college to discuss FE opportunities
Sixth form	Open evening helps students know the different paths they could take and where they would lead. SEN learners given information about Brunel and their disability events.

## 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.

Year groups	Description of the work done to complete the bench mark
Year 7	<p>CLG Expressive Art job shop</p> <p>Geography – Careers linked to geography are discussed throughout the curriculum such as the role of a cartographer, urban planner, meteorologist etc.</p> <p>Where languages can take you talk by MFL department.</p> <p>PSHE – the role of the UN and the roles and responsibilities of local and national government.</p>
Year 8	<p>CLG Expressive Art job shop</p> <p>European day of languages – what jobs/professionals/aspiration figures are the in languages.</p> <p>Geography – Careers linked to geography are discussed throughout the curriculum such as the role of a cartographer, urban planner, meteorologist etc.</p> <p>Sociology – links to the jobs it can lead to when students are choosing their options.</p> <p>PSHE – half a terms work on options and future choices.</p>
Year 9	<p>20 Child development students were told about the job opportunities within the Child development sector. Also students research the different people and the jobs they do in pregnancy and birth as well as childcare provision for older children and the qualifications they need.</p> <p>CLG Expressive Art job shop?</p> <p>CLG Employability skills development</p> <p>History offers skills such as debating, research and links to the real world throughout their KS4 curriculum</p> <p>Geography – Careers linked to geography are discussed throughout the curriculum such as the jobs that will be created through HS2 and shoreline management etc.</p> <p>Maths lessons though out the course provides links to real world situations such as building/structural engineering, medicine, economists etc.</p> <p>Careers in languages By GCHQ.</p> <p>RE – Transferable skills they learn in RE that employers like such as debating, critical thinking etc</p> <p>Food – Young chef’s academy at the university of West London (30 hours in catering and hospitality)</p> <p>Catering for the OAPs lunch, links to event management and hospitality jobs.</p> <p>Sociology – research projects teaching universal job skills.</p>
Year 10	<p>14 Child development students were told about the job opportunities within the Child development sector.</p> <p>MFL ran a session to show students the different ways languages can be used in the world of work.</p>

	<p>CLG Expressive Art job shop?</p> <p>English lessons to the whole year group, 'Speak out' a series of lesson were taught with a careers theme to them.</p> <p>History offers skills such as debating, research and links to the real world throughout their KS4 curriculum</p> <p>Geography – Careers linked to geography are discussed throughout the curriculum such as the jobs that will be created through HS2 and shoreline management etc.</p> <p>Maths lessons though out the course provides links to real world situations such as building/structural engineering, medicine, economists etc.</p> <p>PSHE - interview skills, CV writing, letter writing etc.</p> <p>Sociology – research projects teaching universal job skills.</p> <p>RE – Transferable skills they learn in RE that employers like such as debating, critical thinking etc</p>
Year 11	<p>CLG Expressive Art job shop</p> <p>Languages beyond GCSE" - University talk to all Language students by the MFL department</p> <p>CLG Active Lifestyles and Career Choices</p> <p>History offers skills such as debating, research and links to the real world throughout their KS4 curriculum</p> <p>Geography – Careers linked to geography are discussed throughout the curriculum such as the jobs that will be created through HS2 and shoreline management etc.</p> <p>Maths lessons though out the course provides links to real world situations such as building/structural engineering, medicine, economists etc.</p> <p>Sociology – research projects teaching universal job skills.</p> <p>RE – Transferable skills they learn in RE that employers like such as debating, critical thinking etc</p> <p>PSHCE lessons on employability skills and future plans</p>
Sixth form	<p>CLG Expressive Art job shop</p> <p>Languages beyond GCSE" - University talk to all Language students by the MFL department</p> <p>University visit and Language workshop at Westminster University for 24 MFL students.</p> <p>RE – Transferable skills they learn in RE that employers like such as debating, critical thinking etc</p> <p>Government and Politics – various lessons linked to understanding the way the country works i.e. routes to becoming an MP, Journalism and understanding the legal system.</p> <p>History conference which develops their skills as a historian.</p>

	<p>Geography – Careers linked to geography are discussed throughout the curriculum such as the role of the UN and world bank, what a stakeholder is etc.</p> <p>Maths – careers in maths discussed in the first A level lesson. A former student comes to talk to the students about the application of maths.</p> <p>RE – Transferable skills they learn in A level RE that employers like.</p> <p>Chilled food Association – 3 day residential to learn about careers in the food industry.</p> <p>Psychology – London zoo presentation on treatment for phobias. Topics with links to real world jobs include attachment (social work etc.), memory (lawyers/police), research methods (statisticians), Schizophrenia (mental health worker) etc.</p> <p>Sociology – Links to future careers for A level, year 13 crime conference links to jobs in that sector i.e. police, prison wardens etc.</p>
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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 a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	
Year groups	Description of the work done to complete the bench mark
Year 7	The whole year group have external providers come and provide Jazzercise, Netball and sports coaches allowing the students to learn new skills and find out about what their jobs entail. English visit by a theatre company (usually Globe players) Planned by the English department – interviews with authors Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)
Year 8	The whole year group have external providers come and provide Jazzercise, Netball and sports coaches allowing the students to learn new skills and find out about what their jobs entail. English visit by a theatre company (usually Globe players) Planned by the English department – interviews with authors Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)
Year 9	Global Academy talk to whole year group. This involved encounters with people from a variety of employment areas The whole year group have external providers come and provide Jazzercise, Netball and sports coaches allowing the students to learn new skills and find out about what their jobs entail. RE - various outside speakers such as Christian Aid. Planning to invite a nurse/hospice worker in when teaching euthanasia. As part of their child development course, students had a one day work experience in a local Nursery where they worked with the children and experienced the running of a nursery. This improved the practical skills that underpin their curriculum knowledge and develop their wider skills. English are planning a visit by and author. Food – Young chef's academy at the university of West London (30 hours in catering and hospitality) Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)
Year 10	English – Jack Petchey Speak out – industry standard public speaking training. English – for lower attaining students – functional skills 1 which involves work related skills such as writing formal letters.

	<p>RE - various outside speakers such as Christian Aid. Planning to invite a nurse/hospice worker in when teaching euthanasia.</p> <p>Citizenship – Enrichment day focused on the world of work and involving lots of employers.</p> <p>Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)</p>
Year 11	<p>Global Academy talk to whole year group. This involved encounters with people from a variety of employment areas</p> <p>English visit by a theatre company (usually Globe players or Say Two)</p> <p>RE - various outside speakers such as Christian Aid. Planning to invite a nurse/hospice worker in when teaching euthanasia.</p> <p>Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)</p>
Sixth form	<p>University visit and Language workshop at Westminster University for 24 MFL students. This involves meeting people who work at the university</p> <p>Physiology Laboratory visit for 37 year 12 and 13 students.to St Mary's University.</p> <p>English are planning to get students access to Hillingdon library 'culture Bite' where authors talk about their work. As well as getting in speakers from Brunel university.</p> <p>RE - various outside speakers such as Christian Aid. Planning to invite a nurse/hospice worker in when teaching euthanasia.</p> <p>Chilled food Association – 3 day residential to learn about careers in the food industry.</p> <p>Careers fair – employers, colleges and universities are invited to come in and talk about their jobs and how to do them</p> <p>Psychology – London zoo presentation on treatment for phobias.</p>



## Benchmark 6 – Work place 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.

Year groups	Description of the work done to complete the bench mark
Year 8	All of our students get two opportunities to work on the school reception. They help the receptionist with their daily duties such as meeting and greeting parents, getting information to staff and students throughout the day and being an ambassador for the school.
Year 9	As part of their child development course, students had a one day work experience in a local Nursery where they worked with the children and experienced the running of a nursery. This improved the practical skills that underpin their curriculum knowledge and develop their wider skills. Food – Young chef's academy at the university of West London (30 hours in catering and hospitality)
Year 10	All year 10 students go out for a week of work experience in the summer term in order to experience a range of career opportunities. We offer opportunities to experience careers in their current chosen career or just an opportunity to experience what it is like to go to work each day.
Sixth form	Year 12 students all do a community work experience placement. Year 13 work experience abroad organised during the exchange by the MFL department. Chilled food Association – 3 day residential to learn about careers in the food industry.

### 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 in schools, colleges, universities and in the workplace.

Year groups	Description of the work done to complete the bench mark
Year 7	Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)
Year 8	Construction and engineering workshop for the whole year group run in association with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions) PSHCE lessons on options and future choices.
Year 9	Work with our Enterprise Advisor (Kimberley McGinty – VGC Labour Solutions)
Year 10	PSHE programme supports them learning about different routes to roles and teaches them about enterprise.
Year 11	PSHE programme over the first half term looks at a variety of jobs and the skills needed for them.
Sixth form	University visit and Language workshop at Westminster University for 24 MFL students. Physiology Laboratory visit for 37 year 12 and 13 students to St Mary's University. RE – Planning to attend an outreach event 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.

Year groups	Description of the work done to complete the bench mark
Year 7	
Year 8	Support given to students as they choose their GCSEs. Talks from departments about their subjects and the pathways they open up as well as the skills they will learn.
Year 9	SEN and other vulnerable students can have an early meeting with the careers advisor so that the outcomes of the meeting can be discussed further in support lessons.
Year 10	Careers advisor attends the parents evening so students and parents can meet with him.
Year 11	All students meet with the careers advisor this year
Sixth form	By year 13 we are aiming for all students to meet with the careers advisor