



# Gatsby Benchmarks at CCSC

## 1. A 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.

- Structured careers programme delivered through PSCHE sessions
- Policy and programme approved by governors
- Careers Link Governor (Emma Searle)
- Information is provided on school website
- Programme is reviewed each year
- SW responsible for careers within the school. NW increased involvement
- PSCHE observations through SLT
- PSCHE Careers UNIFROG programme
- Regular meetings with Careers and Enterprise Company – fill in Compass on a termly basis
- Work with Careers and Enterprise ‘hub’
- Workshops for parents
- Surveys for pupils, parents and employers – acting on feedback

## 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.

- Options Evening and Year 8 Careers Evening provides all with relevant information surrounding career pathways
- STEM Events
- Outside speakers in assembly slots (through the PSCHE programme)
- Careers fair for KS4 pupils
- Useful websites published for pupils and parents
- Apprenticeships workshops provided by SW
- Taster sessions/Work experience in Year 10/11
- Parent workshops to aid the support given to their children
- Use students and parent evaluate careers events at CCSC
- Subjects use employers within lessons and make relevant links to curriculum
- Develop LMI on school website – create search tool

## 3. Addressing the needs of each student

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.

- PSCHE programme structured to give all pupils the same information, guidance and opportunity.
- Stereotypical views are challenged through this teaching
- RONI students selected early on and supported through school life (as are SEN, vulnerable pupils)
- All pupils have at least two careers interviews with advisor
- SLT interviews – Year 9, 10 and 11 pupils
- Parental support offered during careers interviews
- Pupils accompanied to careers visits/tasters if and when necessary
- Records are recorded and sent home after all careers appointments
- SW tracking systems to ensure that all pupils' needs are met, even after Year 11 (NEET tracking). Work closely with careers advisor once Year 11 have left to ensure NEET is addressed.
- Any SEN pupils should have careers as focus of discussion from Year 9 at review meetings



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## 4. Linking curriculum learning to careers

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.

- Importance of careers is highlighted through curriculum (see separate document)
- Careers Focus Days/week
- Business and Enterprise workshops (Year 9)
- STEM opportunities
- Subject teachers emphasise the importance of future goals and decisions through their teaching
- Key Stage 3 Curriculum designed to enthuse pupils with importance placed upon transferable skills and crucial knowledge
- STEM Ambassadors
- Subjects to use employers within lessons and making relevant links to curriculum
- Careers as a target in subject action plans
- All staff have training on Gatsby and importance of Careers in the Curriculum.
- Subjects have a link teacher
- Link with employers and alumni to support delivery

## 5. Encounters with employers and employees

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.

- Taster sessions in colleges and work placements
- Post 16 week – pupils visit varied establishments as part of the programme
- Careers Week – opportunity to meet employers
- Outside speakers visit the school regular- from Creative Learning Week experiences to school workshops
- Year 9 – ‘Life Skills’ Day
- Year 9 Workplace Visits (June 2025)
- Year 10 Work Experience (June 2025)
- Year 7 and 8 Employers Day (June 2025) and Alumni Days
- FedEx, IAE, Thorpe Precast, Churchill, Rydale Links
- Colleges and training providers deliver information sessions during assembly slots
- Lunch time ‘drop in’ sessions with providers
- PSCE Days
- All year groups to have one encounter with an employer in each subject, per year. Use of NW’s contacts and CCSC document.
- Mentoring programme (10 Pupils)
- Subjects use employers within lessons and make relevant links to curriculum

## 6. Experiences of workplaces

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.

- Taster sessions
- Guidance on work experience
- Mock interviews with employers
- Application writing
- Work experience for all pupils in Year 10
- Work Place visits for Year 9 (June 2025)
- Opportunities during Creative Learning Week
- School trips



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## 7. Encounters with further and higher education

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.

- Colleges and training providers deliver information sessions during assembly slots
- Post 16 Week for Year 10 pupils
- Year 8 Options Evening/Careers Evening
- KS4 Careers Evening
- All pupils have at least two careers interviews with careers advisor
- Taster sessions in Year 10 and 11
- University visits – links with Higher Horizons, Keele University (Medical), Oxford University, Aberystwyth, Chester and Staffordshire University
- STEM Awards
- Pupils to have encounters with people from the work place/professions (Citizenship – Police Force, Health and Social – Midwife)

## 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.

- All pupils have at least two careers interviews with careers advisor
- SLT Interviews
- SW Tracking systems
- Form tutor – informal discussions
- Application 'drop ins'
- Tracking using Unifrog