



Chesterton Community Sports College

The Gatsby Benchmarks

Benchmark	Aim	CCSC Evidence
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.	<ul style="list-style-type: none"> • Structured careers programme delivered through PSCHE sessions • Policy and programme has been approved by governors • Information is provided on school website • Programme is reviewed each year • SW responsible for careers within the school • Programme is regularly evaluated by pupils and parents throughout the year (2019-20 target) • PSCHE observations through SLT
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.	<ul style="list-style-type: none"> • 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 days in Year 10/11 • Parent workshops to aid the support given to their children • Students and parents evaluate careers events at CCSC (2019-20 target)
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.	<ul style="list-style-type: none"> • 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 • 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



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		<ul style="list-style-type: none"> • 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) • Any SEN pupils should have careers as focus of discussion from Year 9 at review meetings
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.	<ul style="list-style-type: none"> • Importance of careers is highlighted through curriculum (see separate document) Ongoing • Careers Focus Day planned for 2020 – all subjects to have a careers focus • 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 • STEM Ambassadors
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.	<ul style="list-style-type: none"> • Taster sessions in colleges and work placements • Post 16 week – pupils visit varied establishments as part of the programme • Outside speakers visit the school regular- from Creative Learning Week experiences to school workshops • Year 9 – 'Life Skills' week • Colleges and training providers deliver information sessions during assembly slots • Lunch time 'drop in' sessions with providers • PSCHE Days • All year groups to have one encounter with an employer (ongoing work with Careers and Enterprise Company)
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work	<ul style="list-style-type: none"> • Taster sessions • Guidance on work experience • Mock interviews • Application writing



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	experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • Work experience (by 2020) for all pupils in Year 10 • Opportunities during Creative Learning Week • School trips
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.	<ul style="list-style-type: none"> • 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, 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.	<ul style="list-style-type: none"> • All pupils have at least two careers interviews with careers advisor • SLT Interviews • SW Tracking systems • Form tutor – informal discussions • Application ‘drop ins’



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