

The Gatsby Benchmarks at The Beaulieu Park School

			RESPONSIBILITIES		Whole School	LSC Links	KS3			KS4		KS5	
			HoH	HoD			YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
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.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p>Following advice of career leader and implementing key areas of foci within assemblies and day to day tasks</p> <p>Learning walks to ensure dialogue within form time and LSC</p>	<p>Clear advice and guidance on career routes offered as a result of subject study - embedded in curriculum and clearly displayed around the school</p> <p>Learning walks to ensure dialogue within subject delivery</p>	<p>Following Gatsby Benchmarks</p> <p>Using Morrisby to support students</p> <p>Working alongside The Careers and Enterprise Company to ensure a stable careers programme</p> <p>Regular updates from universities, employers and employees with 'success at schools' website</p>	<p>LSC explores careers related content within the following modules :</p> <p>YEAR 7 Being me in my world Dreams and Goals</p> <p>Changing Me</p> <p>YEAR 8 Being me in my world</p> <p>Celebrating Difference Dreams and Goals</p> <p>Relationships</p> <p>Changing Me</p> <p>YEAR 9 and 10 Being me in my world</p>	<p>AUTUMN LSC content coverage</p> <p>SPRING LSC content coverage Trip to Parliament</p> <p>SUMMER LSC content coverage STEM competition</p>	<p>AUTUMN Army visit</p> <p>Engagement with</p> <p>SPRING University trip Morrisby programme begins Meetings with careers leader</p> <p>SUMMER Meetings with careers leader National careers service skills check (https://nationalcareers.service.gov.uk/skills-assessment)</p>	<p>AUTUMN Career carousel Morrisby programme engagement Options Assemblies and Evening</p> <p>SPRING Barclays Day</p> <p>SUMMER Careers evening</p>	<p>AUTUMN LSC content Support 6th form open evening event</p> <p>SPRING Mock interviews</p> <p>SUMMER Work experience Morrisby programme</p>	<p>AUTUMN Careers fair LSC content Interview support and preparation Morrisby programme</p> <p>SPRING 1-2-1 support with other applications where needed</p> <p>SUMMER 1-2-1 support with clearing and late applications</p>	<p>AUTUMN 1-2-1 support with "Key Skills" programmes of study where required</p> <p>SPRING University Trip Mock Interviews</p> <p>SUMMER Work experience UCAS application research</p>	<p>AUTUMN UCAS applications</p> <p>SPRING UCAS applications</p> <p>SUMMER 1-2-1 support with clearing and late applications</p>

						<p>Celebrating Differences Dreams and Goals Healthy Me</p> <p>Relationships</p> <p>Changing Me</p> <p>YEAR 11 Being me in my world Dreams and Goals Healthy Me</p> <p>Relationships</p>							
<p>2.Learning from career and labour market information</p>	<p>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.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>Ensuring dialogue around labour market developments is held during assemblies, form time (supporting tutor team) and within LSC programme</p> <p>Options presenta</p>	<p>Continual observation of developments in own subject field and termly feedback to Careers Leader - annual newsletter to parents, compiled by Careers Leader</p>	<p>Annual information distribution to parents around latest developments and advice from HoD's</p> <p>Presentation evening for parents on Essex labour market</p>	<p>YEAR 8 AND YEAR 10 Being me in my world</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Labour market information for Essex collated and shared with parents annually</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Labour market information for Essex collated and shared with parents annually</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Options assembly</p> <p>Options presentation evenings lead by SLT and supported by HoH</p> <p>Labour market information for Essex collated and shared with parents annually</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Labour market information for Essex collated and shared with parents annually</p>	<p>6th form and college open evenings - attendance and review of attendance</p>	<p>Labour market research project on chosen career path - feeds into Beaulieu 6th Form Diploma</p>	<p>Dialogue during assemblies, form time and lessons</p>

			tions and evening led by SLT and supported by HoH	Presence at options presentations and evening to field questions and provide advice	results Options evenings								
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.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>	whole school approach to challenging stereotypes; learning walks to ensure dialogue within form time and LSC	liaison with SENCO to ensure wide variety of options are available to suit the needs of all students	Use of 'Morrisby' programme to track and support students in their career choices	ALL YEARS Support with student report writing and CV preparation at the end of each academic year	Student mentoring forms details advice provided to each student, reviewed and developed annually	Student mentoring forms details advice provided to each student, reviewed and developed annually	Student mentoring forms details advice provided to each student, reviewed and developed annually	Student CV preparation and mentoring, practised annually	Student CV preparation and mentoring, practised annually	Students offered a teacher mentor for a 30 minute meeting twice per term	National careers service skills check (https://nationalcareers.service.gov.uk/skills-assessment) Learning Today, Leading Tomorrow Morrisby programme engagement

<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>Leading STEM competitions alongside HoD's (scrapheap challenge, chemistry, forensics, maths challenge, design an app...)</p> <p>Leading STEM competitions alongside HoH</p> <p>Learning walks to ensure dialogue within form time and LSC</p>	<p>Present your subject forms have collated information with career routes</p> <p>HOD's create display of careers linked to subject.</p> <p>Use of extra-curricular time to explicitly explore STEM</p> <p>Assemblies on STEM subject national weeks</p>	<p>STEM displays</p> <p>School participation in externally assessed competitions around STEM and suchlike</p> <p>Careers Leader whole school staff CPD to support implementation and continuity</p>	<p>Throughout - regular discourse in every topic</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>STEM competition - maths challenge</p> <p>Learning Today, Leading Tomorrow</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>STEM competition - chemistry forensics</p> <p>Learning Today, Leading Tomorrow</p>	<p>Options evening</p> <p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Learning Today, Leading Tomorrow</p> <p>STEM competition - design an app challenge</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>STEM competition - scrapheap challenge</p> <p>Learning Today, Leading Tomorrow</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Learning Today, Leading Tomorrow</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Learning Today, Leading Tomorrow</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Learning Today, Leading Tomorrow</p>	<p>Dialogue during assemblies, form time, LSC and lessons</p> <p>Learning Today, Leading Tomorrow</p>
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<p>5.Encounters with employers and employees</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, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>HoH's, in liaison with HoD's organise speakers for assemblies for each house, on a rotation of 9 half terms to allow 1 presentation per subject, per half term</p>	<p>HoH's, in liaison with HoD's organise speakers for assemblies for each house, on a rotation of 9 half terms to allow 1 presentation per subject, per half term</p>	<p>Careers Leader works alongside HoH's to organise event days for each year group: Barclays Day Careers Day Mock interviews</p>	<p>N/A</p>	<p>Dialogue during assemblies, form time, LSC and lessons Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow Trip to Parliament</p>	<p>Dialogue during assemblies, form time, LSC and lessons University trip Army visit Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow Police force presence around the school</p>	<p>Careers Carousel 'speed dating' opportunity to meet employers and ask questions around their profession Dialogue during assemblies, form time, LSC and lessons Careers evening Barclays Day Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow</p>	<p>Mock interviews Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow</p>	<p>Careers fair Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow</p>	<p>University trip Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow</p>	<p>Visitors in assemblies Police force presence around the school Learning Today, Leading Tomorrow</p>
<p>6.Experiences of workplaces</p>	<p>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.</p>	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have</p>	<p>work experience year 10 organisation work experience year 12 organisation voluntary work opportunities sought and shared</p>	<p>Assistance in guidance for those interested in careers associated with subjects One visit from an industry professional per year as part of Learning Today, Leading Tomorrow</p>	<p>Staff members participate in drop ins to work placements to ascertain successes for the student during this time - to be organised during PPA</p>	<p>N/A</p>	<p>Voluntary work opportunities / weekend work encouraged</p>	<p>Voluntary work opportunities / weekend work encouraged</p>	<p>Voluntary work opportunities / weekend work encouraged</p>	<p>Voluntary work opportunities / weekend work encouraged Work experience placement</p>	<p>Voluntary work opportunities / weekend work encouraged</p>	<p>Weekend work encouraged Work experience placement</p>	<p>Weekend work encouraged</p>

			with Houses	Tomorrow programme										
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.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<p>Organisation of university trips year 8 and year 12</p> <p>sourcing and advertising open evenings for sixth form and university / sharing during assemblies, form time and LSC when relevant to topic</p>	<p>Discussions around the variety of routes available</p> <p>Learning walks to ensure dialogue within subject delivery</p>	Trips and visits	N/A	Learning Today, Leading Tomorrow	University trip	Learning Today, Leading Tomorrow	Assistance in 6th form open evenings, working alongside staff	Learning Today, Leading Tomorrow	<p>sixth form/college 'open evening' based at Beaulieu - stalls to "sell" their provision (depending on Beaulieu sixth form provision</p> <p>UCAS exploration</p> <p>Learning Today, Leading Tomorrow</p>	<p>"Parents Association" - parents of students come in to discuss careers and routes</p> <p>University trip</p> <p>Learning Today, Leading Tomorrow</p>	Learning Today, Leading Tomorrow

<p>8. Personal guidance</p>	<p>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.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>Discussions around the variety of routes available</p> <p>Learning walks to ensure dialogue within form time and LSC</p>	<p>Discussions around the variety of routes available</p> <p>Learning walks to ensure dialogue within subject delivery</p>	<p>Careers Leader whole school CPD supporting staff to hold career based dialogue to support students in guidance interviews</p>	<p>ALL YEARS Support with student report writing and mentoring or CV preparation at the end of each academic year</p> <p>YEAR 8 Careers meeting and guidance with Careers leader during LSC lesson time</p>	<p>Support and guidance through LSC - report writing / CV foci</p> <p>Student mentoring annually</p> <p>Access to Careers Leader for guidance dialogue during LSC lessons</p>	<p>Access to Careers Leader for guidance dialogue during LSC lessons</p>	<p>Access to Careers Leader for guidance dialogue during LSC lessons</p>	<p>Access to Careers Leader for guidance dialogue</p> <p>Mock interviews</p>	<p>Access to Careers Leader for guidance dialogue</p>	<p>Access to Careers Leader for guidance dialogue</p> <p>Mock interviews</p> <p>Review of progress and tailoring of curriculum where needed to further support individuals - implementation of "Key Skills" courses of study to further support vulnerable and those at risk of NEET, where appropriate</p>	<p>Access to Careers Leader for guidance dialogue</p>
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