

# Careers Strategy: Working together to meet Gatsby Benchmarks

Our comprehensive programme clearly maps how each of our activities and events contributes to schools and college's objective of meeting the Gatsby Benchmarks, specifically: 1, 2, 4 and 7, as below.

Most of our activities, events and resources are available to all schools and colleges, however, some are for specifically targeted schools only. We have identified 200 schools and colleges to work with. To see if your school or college is one these please go to [www.gre.ac.uk/for-schools/about/schools-and-colleges](http://www.gre.ac.uk/for-schools/about/schools-and-colleges)

Gatsby Benchmarks		Outcome	Activities, Events and Resources			
			Year 12 / Year 1 FE / Pre-Access	Who For	Year 13 / Year 2 FE / Access	Who For
1.	<b>A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.	<ul style="list-style-type: none"> <li>All <a href="#">activities and events</a> listed clearly link to Gatsby Benchmarks for ease of mapping against and evaluating your careers programme</li> <li>Our activities and events are systematically evaluated by participants (teachers / advisers and students) and feedback used to inform future developments</li> <li><a href="#">CPD webinar series</a> providing online CPD</li> <li><a href="#">Teachers and Advisers Conference</a> providing CPD through CEIAG related workshops</li> </ul>	All  All  All	<ul style="list-style-type: none"> <li>All <a href="#">activities and events</a> listed clearly link to Gatsby Benchmarks for ease of mapping against and evaluating your careers programme</li> <li>Our activities and events are systematically evaluated by participants (teachers / advisers and students) and feedback used to inform future developments</li> <li><a href="#">CPD webinar series</a> providing online CPD</li> <li><a href="#">Teachers and Advisers Conference</a> providing CPD through CEIAG related workshops</li> </ul>	All  All  All
2.	<b>Learning from career and labour market information</b>	Every pupil, 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"> <li>Interactive <a href="#">online resources</a> suitable for PSHE curriculum / 16-19 Study Programme:               <ul style="list-style-type: none"> <li>Planning My Future</li> <li>HE Application Journey</li> <li>Independent Learners Toolkit</li> </ul> </li> <li>Interactive <a href="#">workshops</a> delivered by ESU team:               <ul style="list-style-type: none"> <li>Why go to university?</li> <li>Choosing your Course</li> <li>Student Life</li> </ul> </li> </ul>	All       <b>Targeted</b>	<ul style="list-style-type: none"> <li>Interactive <a href="#">online resources</a> suitable for PSHE curriculum / 16-19 Study Programme:               <ul style="list-style-type: none"> <li>HE Application Journey</li> <li>Independent Learners Toolkit</li> </ul> </li> <li>Interactive <a href="#">workshops</a> delivered by ESU team:               <ul style="list-style-type: none"> <li>Why go to university?</li> <li>Choosing your Course</li> <li>How to Apply and Personal Statements</li> </ul> </li> </ul>	All       <b>Targeted</b>

			<ul style="list-style-type: none"> <li>Interactive workshops with lesson plans free to download</li> <li><a href="#">Teachers and Advisers Conference</a> providing CPD through CEIAG related workshops</li> </ul>	All	<ul style="list-style-type: none"> <li>Student Finance</li> <li>Preparing for University</li> </ul>	
				All	<ul style="list-style-type: none"> <li>Interactive workshops with lesson plans free to download</li> <li><a href="#">Teachers and Advisers Conference</a> providing CPD through CEIAG related workshops</li> <li><a href="#">Application Information Evenings</a></li> </ul>	All
				<a href="#">Targeted</a>		All
						All
3.	<b>Addressing the needs of each pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.				
4.	<b>Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	<ul style="list-style-type: none"> <li><a href="#">Subject specific lectures</a> and seminars delivered by academics</li> <li>Subject specific <a href="#">taster days</a> including STEM subjects: <ul style="list-style-type: none"> <li>Engineering</li> <li>Forensic Science</li> <li>Computing</li> </ul> </li> <li><a href="#">GREat Skills Programme</a> (academic and personal skills support)</li> <li><a href="#">GREat Minds Programme</a> (twilight lectures programme)</li> </ul>	<a href="#">Targeted</a>	<ul style="list-style-type: none"> <li><a href="#">Subject specific lectures</a> and seminars delivered by academics</li> <li>Subject specific <a href="#">taster days</a> including STEM subjects: <ul style="list-style-type: none"> <li>Engineering</li> <li>Forensic Science</li> <li>Computing</li> </ul> </li> <li><a href="#">GREat Skills Programme</a> (academic and personal skills support)</li> <li><a href="#">GREat Minds Programme</a> (twilight lectures programme)</li> </ul>	<a href="#">Targeted</a>
				All		All
				<a href="#">Targeted</a>		<a href="#">Targeted</a>
				All		All
				<a href="#">Targeted</a>		
5.	<b>Encounters with employers and employees</b>	Every pupil 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.				
6.	<b>Experiences of workplaces</b>	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.				
7.	<b>Encounters with Further and Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both	<ul style="list-style-type: none"> <li><a href="#">HE Fairs</a></li> <li>Subject specific <a href="#">taster days</a> (summer programme)</li> </ul>	All	<ul style="list-style-type: none"> <li><a href="#">HE Fairs</a></li> <li>Subject specific <a href="#">taster days</a> (summer programme)</li> </ul>	All
				All		All

	<p>academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• Interactive <a href="#">workshops</a>: <ul style="list-style-type: none"> <li>- Why go to University?</li> <li>- Choosing your Course</li> <li>- Student Life</li> </ul> </li> <li>• <a href="#">HE Experience Days</a> (on campus visit)</li> <li>• <a href="#">GREat Skills Programme</a> (academic skills support)</li> <li>• <a href="#">GREat Minds Programme</a> (twilight lectures programme)</li> <li>• <a href="#">STAART Workshops</a></li> </ul>	<p><a href="#">Targeted</a></p> <p><a href="#">Targeted</a></p> <p><a href="#">Targeted</a></p> <p>All</p> <p>Targeted</p>	<ul style="list-style-type: none"> <li>• Interactive <a href="#">workshops</a>: <ul style="list-style-type: none"> <li>- Why go to University?</li> <li>- Choosing your Course</li> <li>- How to Apply &amp; Personal Statements</li> <li>- Student Finance</li> <li>- Student Life</li> <li>- Preparing for University</li> </ul> </li> <li>• <a href="#">GREat Skills Programme</a> (academic skills support)</li> <li>• <a href="#">Application Information Evenings</a></li> <li>• <a href="#">STAART Workshops</a></li> </ul>	<p><a href="#">Targeted</a></p> <p>All</p> <p><a href="#">Targeted</a></p> <p>All</p> <p>Targeted</p>
<p><b>8. Personal guidance</b></p>	<p>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study.</p>				