

## Gatsby Benchmarks & St Cuthbert's

*All schools and colleges are expected to use the Gatsby benchmarks to review and improve careers provision*

### **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 and employers.

A Careers calendar (the action plan) is produced termly which catalogues events and activities. An overarching summary of the Careers programme (the structure) is produced annually and reviewed every three years. Both documents are published on the school website.

### **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.

The Careers programme utilises a wide variety of education providers, employers and apprenticeship providers to deliver key messages and guidance. The weekly Labour Market bulletin is published on the school website. Each student in Year 7 & 8 complete a workshop on Labour Market information and how to use it to inform their careers choices. This is delivered by Department for Work and Pensions school advisor. Mrs Garay hold the appropriate qualifications as well as employing advisors from Connexions and the ASK (Apprenticeship Skills & Knowledge) project.

### **3. Addressing the needs of each pupil**

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.

St Cuthbert's consistently works with a range of external partners including employers, charities, Higher education and Further education providers. Mrs Garay is an Apprenticeship champion and as such has access to the range of opportunities offered. St Cuthbert's is part of the Future Me project with NECOP which will drive a step change in the progression to higher education of young people from disadvantaged backgrounds, including members of ethnic minority groups and young men. All interventions are targeted to best meet the needs of the students and identified gaps in experience. St Cuthbert's has been cited as a beacon of excellence by NECOP as there is only a 3% difference in attainment between disadvantaged and non-disadvantaged students. St. Cuthbert's collects and maintains accurate data for each pupil on their education, training or employment destinations and shares timely and accurate destination data with the Local Authority.

### **4. Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Records are kept of all interventions that take place with regards to subject specific careers promotion. Each department's curriculum scheme of work is mapped to the Skills builder framework as part of the Enabling enterprise Skills Builder membership. Curriculum leads embed the Skills builder framework into schemes of work to develop and 'polish' soft skills such as presenting. This is a clear incremental development tool which demonstrates progression in acquiring key employability characteristics. Outcomes are measured through learners being able to complete descriptors. The teacher explanation makes this achievement/non achievement explicit.

## **5. Encounters with employers and employees**

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.

All students engage with activities through Business in the Community who utilise a variety of employers. Students also access visits and experience opportunities through NE1 Can. All Y10 students complete ESH Build my skills programme. St Cuthbert's has a far reaching range of business partners including (but not exclusively) DWP, HMRC, EY, Virgin Money and the NHS. From September 2019 St Cuthbert's will encourage and enable all students to sign up to Global Bridge which facilitates work experience. A work experience strategy has been developed to support students in accessing placements. All staff will undertake work experience in their chosen field in July 2020. This will create, update and embed a network of employers that students will then have access to. It also ensures that all staff are aware of the most up to date labour market information in their chosen sector.

## **6. Experiences of workplaces**

Every pupil 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.

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## **7. Encounters with further and higher education**

All pupils 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.

All Y11 students have a Careers guidance interview and invited to the Sixth from Open evening. Newcastle and Gateshead Colleges are invited into St Cuthbert's throughout the academic year. St Cuthbert's engages with all five local Universities, especially as part of their Access schemes. St Cuthbert's also engages with Oxford and Cambridge promotes the wide range of visit days and other opportunities available. Sarah Garay is an Apprenticeship champion and St Cuthbert's fully engages with the ASK project. Apprenticeship providers are invited to attend and promote their opportunities at the annual Careers fair in school.

## **8. Personal guidance**

Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

Positive and active working relationship with Connexions. Mrs Garay will interview all of Y11 and is appropriately qualified.