

Benchmark		
<b>1. 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 students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	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"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	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"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. 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 future career paths.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>5. Encounters with employers and employees</b>	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"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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>
<b>6. Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	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"> <li>• 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.</li> <li>• 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.</li> </ul> <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>
<b>8. Personal guidance</b>	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"> <li>• 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.</li> </ul>

Benchmark	Provision	How is this monitored and evaluated?
<b>1. A stable careers programme</b>	Learning for Life programme includes explicit Careers and IAG lessons delivered by a designated, consistent team Explicit links shared by Form tutors and the Careers Lead for Careers, resources, lessons, videos through the school website, parent,mail, social media and assemblies	Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life, and evaluated annually. Lessons will be planned and resourced by the above people and delivered by appropriate staff Pupil voice Work Scrutinies School Governor QA meetings
<b>2.Learning from career and labour market information</b>	Explicit lessons taught as part of the Learning for Life Programme regarding the Labour Market Tailored sessions researching and planning appropriate career paths External speakers from a variety of fields on various topics including qualifications required, employability skills and attendance and punctuality in the work place Annual Careers Fair Future U and Young Enterprise activities	Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life and evaluated annually. Lessons will be planned and resourced by the above people and delivered by appropriate staff, a consistent team Pupil voice and evaluations QA of delivery and resources before and during sessions School Governor QA meetings
<b>3.Addressing the needs of each student</b>	College courses for some pupils as part of their Pathways choices Differentiated lessons and activities RAG rated spreadsheet to identify individual needs of pupils Each pupil has an individual careers file Access to an independent Careers advisor through 1:1 interviews and follow up meetings and work	Regular reviews and reports from alternative providers, analysis of progress, attendance, punctuality and behaviour by SLT Link for Alternative Provision Lessons will be planned and resourced by the above people and delivered by appropriate staff Pupil voice and evaluations QA of delivery and resources before and during sessions School Governor QA meetings
<b>4.Linking curriculum learning to careers</b>	STEM activities and opportunities provided as part of the Science and Maths Curriculum Extra curricular opportunities for STEM activities in Technology Extra Curricular activities in public speaking and mock trials in English Leadership opportunities and qualifications in Physical Education	Pupil voice and evaluations, as part of IAG and Faculty QA QA of delivery and resources before and during sessions by HoF School Governor QA meetings Programmes of study are QA by SLT Link for Faculties
<b>5.Encounters with employers and employees</b>	Annual Careers Fair Partnership with Careers & Enterprise Company (CEC) to promote relationships with potential employers External mentoring for AGT pupils tailored according to interest for post 16 Speakers and visits from employers	Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life, and evaluated annually Pupil voice and evaluations QA of delivery and resources before and during sessions School Governor QA meetings
<b>6.Experiences of workplaces</b>	Year 10 Work Experience for two weeks in the summer term Year 11 programme of sessions on employability and experiences of the work place such as in attendance and punctuality Virtual work experiences shared eg in medicine	Work Experience programme led by and QA'd by the Careers Lead in conjunction with the SLT link, spot check visits take place in placements Pupils who don't attend Work Experience follow a tailored programme of sessions and activities and are then followed up in Year 1 1in the Careers Fair
<b>7.Encounters with further and higher education</b>	Visits to Universities Partnership with FutureU, based at UCLAN and Young Enterprise College taster days in the Summer term of Year 10 Tailored college visits for appropriate children in Year 9 before college courses begin in Year 10 Post 18 pathways L4L lesson	Careers lead attends these days and sessions and they are evaluated after the event Pupil voice SLT Link meetings to QA work of Careers Lead
<b>8.Personal guidance</b>	Designated Careers Lead in school Pupil questionnaires completed by all pupils in Year 8-11 Spreadsheet completed identifying pupils according to need (RAG) Each pupil has an individual careers file Access to an independent Careers advisor through 1:1 interviews and follow up meetings and work	SLT Link meetings to QA provision and evaluate the RAG'd pupils Pupil voice QA of intervention Evaluation and analysis of post 16 pathways