

Gatsby Benchmarks

Gatsby Benchmark	Definition
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 pupils, teachers, governors and employers.
2: Learning from Career and Labour Market Information	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.
3: Addressing the Needs of Each Pupil	Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should include equality and diversity throughout.
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 career paths. Study programmes should also reflect the importance of Maths and English as a key expectation from employers.
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.
6: Experiences of Workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.
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 vocational and academic routes and learning in schools, colleges, universities and in the workplace.
8: Personal Guidance	workplace. 8 Personal Guidance Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.