



Action Plan 24/25

Gatsby Benchmark	Action	Reason	Impact
Benchmark 1 - A stable careers programme	<ol style="list-style-type: none"> 1. Unifrog training 2. Designate staff careers champions 3. Pupil “Future star” panel/Student voice question(s) 4. Fortis Futures rebrand 5. Evaluation strategy – Phase I 	<ol style="list-style-type: none"> 1. To increase data collection and to record better quality data 2. To open communication between subject teams and careers. To have a careers advocate within subjects. 3. Lack of student input in careers activity 4. Increase brand visibility 5. To collect evidence to demonstrate impact 	<ol style="list-style-type: none"> 1. Careers activity is accurately reflected in audits 2. Careers has an increased presence in the curriculum. Promote consistent approach throughout subjects. 3. Deliver a programme reflective of pupils needs 4. Branding clearly recognisable to students to trigger careers thinking 5. To have a coordinate an effective data collection plan
Benchmark 2 - Learning from careers and labour market information	<ol style="list-style-type: none"> 1. Relevant LMI shared with subject staff in central folder 	<ol style="list-style-type: none"> 1. Ease of access to up to date LMI 	<ol style="list-style-type: none"> 1. Teaching staff gain access to up to date LMI to share with pupils
Benchmark 3 - Addressing the needs of each student	<ol style="list-style-type: none"> 1. Careers information/appointment booking forms 2. Risk of NEET indicator to be used across all year groups 	<ol style="list-style-type: none"> 1. To give pupils access and opportunity to gain CEIAG 2. To highlight at risk pupils to offer targeted interventions 	<ol style="list-style-type: none"> 1. Increase pupil autonomy around careers related choices 2. At risk pupils receive targeted support at key transition periods to reduce their chance of becoming NEET
Benchmark 4 - Linking curriculum learning to careers	<ol style="list-style-type: none"> 1. Careers branding on related lessons 2. Skills builder pilot with 1 subject 3. Unifrog EE sessions delivered in every term 	<ol style="list-style-type: none"> 1. To increase awareness of pupils around careers related learning 2. To increase awareness and understanding of key transferable skills 3. To increase familiarity with the Unifrog platform. To provide progressive careers learning throughout the student journey 	<ol style="list-style-type: none"> 1. Pupils recognise when they are receiving careers related learning 2. Pupils recognise and understand when they are receiving key transferable skills and careers related learning 3. Pupils engage more with Unifrog. Pupils gain consistent progressive careers education throughout their school journey

Benchmark 5 - Encounters with employers and employees	<ol style="list-style-type: none"> 1. Subject responsibility on one visit or trip per year group 2. Trips to have a requirement to speak to careers lead before sign off 	<ol style="list-style-type: none"> 1. To ensure encounters are relevant for each subject 2. To ensure that careers activity can be recorded, measured and evaluated. 	<ol style="list-style-type: none"> 1. Pupils receive engaging encounters relevant to subjects 2. Ensure opportunities to achieve the Gatsby Benchmarks are maximised
Benchmark 6 - Experiences of workplaces	<ol style="list-style-type: none"> 1. Have a stable Y12 work experience programme with regular workshops 2. Identify opportunities for work experience (WEX) for pupils, particularly in year 10 through WEX day, volunteering day and in school roles 	<ol style="list-style-type: none"> 1. To improve the organisation and impact of Y12 WEX 2. To increase opportunities and recognition of work experience 	<ol style="list-style-type: none"> 1. The quality of WEX is continuously reviewed and evaluated to measure impact 2. Pupils are able to recognise activities they take part in provide valuable work experience. Pupils' employability skills are increased.
Benchmark 7- Encounters with further and higher education	<ol style="list-style-type: none"> 1. Subject responsibility on one visit or trip per age group 2. Trips to have a requirement to speak to careers lead before sign off 	<ol style="list-style-type: none"> 1. To ensure encounters are relevant for each subject 2. To ensure that careers activity can be recorded, measured and evaluated. 	<ol style="list-style-type: none"> 1. Pupils receive engaging encounters relevant to subjects 2. Ensure opportunities to achieve the Gatsby Benchmarks are maximised
Benchmark 8 – Personal guidance	<ol style="list-style-type: none"> 1. Train a L6 qualified adviser 2. Develop a targeted guidance strategy (HPA, RONI) 	<ol style="list-style-type: none"> 1. Meet statutory requirements. Provide high quality, impartial advice to pupils. 2. Ensure that resource is targeted towards those that need it most 	<ol style="list-style-type: none"> 1. Pupils have access to high quality, impartial advice to pupils. 2. Pupils targeted receive IAG at key transition points