

The Gatsby Good Careers Guidance

Benchmarks are a framework of 8

guidelines defining best practice careers provision in schools and colleges.

Utilising the COMPASS benchmark tool questions as a starting point, this document outlines current practice at Tor View against the Gatsby Benchmarks. COMPASS evaluations are completed once each school term.

Key	Current Score	Previous Score	Percentage of Schools Nationally Meeting benchmark
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*Definitions: A Meaningful Experience/Encounter – an experience or encounter though which the student has an opportunity to learn or take something of value to them*

Benchmark 1 – A Stable Careers Programme	100%	100%	68.3%
<p><u>Current Status</u></p> <ul style="list-style-type: none"> <li>Tor View has a written whole school careers programme, in the form of various policies and documents, supported by senior leadership and approved by the board of governors. They are all published on our website and include; <ul style="list-style-type: none"> <li>CEIAG Mapping</li> <li>Work Experience Policy</li> <li>Provider Access Policy</li> <li>Preparing for Adulthood</li> </ul> </li> <li>The Programme has both strategic and operational elements and has resources allocated to it.</li> <li>The Programme is reviewed every term against Gatsby with alterations being made where relevant. In addition a full 'deep dive' evaluation takes place at least every 3 years in conjunction with SLT. This uses systematic feedback from students, teachers, employers and parents/carers. It is devised and evaluated against STEPS and tailored for each cohort of students within our setting</li> <li>There is an identified Careers Lead overseeing the Programme. As of September 2025 this named individual is Mariya Wright (with support from EP who has Level 6- funded portion), in addition from 2024 there is a Careers Advisor – Louise Taylor (Full level 6)</li> <li>The Careers Lead, Careers Advisor, Work Experience Coordinator and Head of FE systematically monitor the Careers Programme to ensure it is relevant, up-to-date and meeting the needs of students and learners</li> <li>Information regarding the Careers Programme aimed specifically at Students and Parents/Carers can be found on the school website, and in a variety of accessible formats for students and for parents/carers/stakeholders to ensure accessibility</li> <li>The school website was updated to explicitly show CEIAG within 2 clicks (under Key Information)</li> <li>The Provider access policy has been updated to reflect new legislation</li> </ul>			
<p><u>What needs to be done</u></p> <ul style="list-style-type: none"> <li>Maintain provision</li> </ul> <p><u>How can we improve further</u></p> <ul style="list-style-type: none"> <li>More relevant and up-to-date information aimed at Employers on website</li> </ul>			

<b>Benchmark 2 – Learning from Career &amp; Labour Market Information</b>	<b>100%</b>	<b>100%</b>	<b>85%</b>
<p><u>Current Status</u></p> <ul style="list-style-type: none"> <li>• Tor View ensures that for students for whom it is appropriate have and use relevant up-to-date career &amp; labour market information to help inform study/career decisions. This is done through Annual Reviews, College Open Evenings, Careers &amp; Enterprise Week, IAG's, visits to College and Further Education Provisions and Transition Meetings</li> <li>• Encourages parents and carers to use career path and labour market information to aid support given to their children. The Schools Parent Liaison helps to signpost parents/carers to relevant and appropriate careers and further education information. In addition she is able to support with training and conversations with parents/carers in regard to future pathways. In addition to this Providers are invited to Parents Evenings in order to provide information about employment and future study opportunities.</li> <li>• Information about CEIAG is displayed at all Parents evenings. During the Autumn Term Parents Evening outside stakeholders are invited to showcase information to parents/carers and students.</li> <li>• As part of their continuous professional development (CPD) Teachers receive annual training to ensure that they explicitly incorporate IAG within lessons (particularly at KS3,4&amp;5). They also receive more general training on Gatsby.</li> <li>• Subject mapping incorporates reference to IAG where it is appropriate to ensure that teachers are reminded to reference, utilise and include.</li> <li>• The website has been updated to contain links to relevant information suitable for student, teacher and parent/carer access</li> </ul> <p><u>What needs to be done</u></p> <ul style="list-style-type: none"> <li>• <b>Maintain provision</b></li> </ul> <p><u>How can we improve further</u></p> <ul style="list-style-type: none"> <li>• <b>Continue to build teacher confidence in utilising labour and market information to support student learning and awareness</b></li> </ul>			

<b>Benchmark 3 – Addressing the needs of each pupil</b>	<b>100%</b>	<b>100%</b>	<b>60.7%</b>
<p><u>Current Status</u></p> <ul style="list-style-type: none"> <li>• Tor View provides a careers programme that is appropriate and relevant for students, fostering realistic aspirations whilst challenging stereotypical thinking around careers.</li> <li>• Records of each students' experiences of careers and enterprise activity are recorded, access is available to students through Annual Reviews, Skills Checklists, Key Skills and Progress Files</li> <li>• Any data collected is shared with LCC where requested and appropriate</li> <li>• The Careers Lead, Head of FE and Work Experience Coordinator work proactively with Inspira and Careers &amp; Enterprise Advisors to ensure that guidance is provided to all students.</li> <li>• Accurate destination data is collected and maintained for each pupil after they leave school, this is used to highlight opportunities for current students. Past students are invited to come back and share their experiences.</li> <li>• Tor View upgraded to Compass+ for the Academic Year 2024/25</li> </ul> <p><u>What needs to be done</u></p>			

Identifying which elements of Compass+ should be utilised  
 Delivering training in regard to inputting of data onto Compass+ to relevant staff

#### Benchmark 4 – Linking curriculum learning to careers

100%

100%

81.6%

##### Current Status

- By the end of Key Stage 4 the majority of students, where appropriate and relevant, have meaningfully experienced career learning as part of their English, Maths, Science and PSHE curriculum. Examples in the 2024/25 school year include;
  - Construction
  - Work within the leisure industry
  - Role Play and Scenario Learning
  - Recognition of careers within topics
  - Digital Media Industries
- Skill development
- Teachers have annual CPD in order to ensure that students are aware of subject links with careers and that employability skills and vocabulary are embedded within the curriculum, this is in place from EYFS through to KS5. The Preparing for Adulthood document outlines how this is done in more detail.
- Past students are invited to come back and share their experiences of Further, higher education, internships, apprenticeships etc

##### What needs to be done

- Maintain provision

##### How can we improve further

- Ensure case studies are created each year to reflect more recent school leavers (for recognition) for students to access

#### Benchmark 5 – Encounters with employers and employees

100%

100%

86.3%

##### Current Status

- The overwhelming majority of pupils in KS3, KS4 & KS5 have at least one meaningful encounter with an employer or employee each year. Examples include:
  - Work based training sessions
  - External work placements
  - Conversations and questions with employees during Leisure Lessons and Careers Week e.g. Instructors at The Adrenaline Centre | Golf Pros at Rossendale Golf Club | Nursing Staff | Police | Paramedics | Catering | Construction Teams | Site Maintenance Teams
  - Conversations and questions with employees and employers during Community Link Sessions e.g. Cashiers or Community Liaison at Tesco
  - On-site learning opportunities with Site Team, Catering Team and Garage Café Manager and with the contractors building school sports hall
  - Students have been given opportunities to attend Careers Fairs and meet with different employers

##### What needs to be done

- Maintain provision

How can we improve further

- Look for more opportunities to ensure relevant and wide ranging encounters for PMLD and complex SLD learners

## Benchmark 6 – Experiences of workplaces

100%

100%

72.8%

### Current Status

- The overwhelming majority of pupil, where relevant and appropriate, have had a meaningful experience of a workplace by the end of year 11. They are delivered through a combination of approaches, including but not limited to;
  - Work Placements within local businesses
  - Work Placements within the school environment such as Site Maintenance, Welfare Positions, Classroom Assistants, Clean Team
  - Visits to workplaces through curriculum learning such as, Tesco (when engaging with staff), Golf Club
  - Visits to workplaces through Community Link visits
- The overwhelming majority of pupils, where relevant and appropriate, have, with support, obtained meaningful experience of a workplace during years 12 and 13. These experiences are delivered through work placements within external organisations and within Tor View's own Horticulture, Catering and Cleaning Teams.
- The employment of a Careers advisor for 2 days a week (one FE, one main school) has greatly enhanced this provision and expanded opportunities
- The Careers Advisor and Work Experience Coordinator maintain more comprehensive records for Further Education Students.

### What needs to be done

- Maintain provision

How can we improve further

- Better use of Compasss+ to record experiences

## Benchmark 7 – Encounters with further and Higher Education

100%

100%

58.7 %

### Current Status

- Tor View provides information to all students, for whom it is relevant, about appropriate future pathways including (but not limited to) apprenticeships, T-levels and supported internships
- Tor View provides opportunities for meaningful encounters with colleges and training providers, where appropriate, for all students for whom it is relevant. These include: FE Taster Sessions, attendance at Accrington & Rossendale College and Burnley College Open Days, visits to local colleges.
- Work Placement, Apprenticeship and Employment providers are invited to attend School Parents Evenings and talk to both students and Parents about opportunities available
- Students have had the opportunity to attend Careers Fairs where they have met with further and Higher Educational Providers including those who provide T-Levels.
- Provider Access policy has been updated and providers are encouraged to visit school where appropriate.

What needs to be done

SEND providers only need to provide where it is relevant and meaningful

Benchmark 8 – Personal Guidance	100%	75%	77.6%
<u>Current Status</u> <ul style="list-style-type: none"><li>• Tor View provides all pupils the opportunity to discuss their future pathways in an impartial relevant manner during their Annual Reviews and Transition meetings.</li><li>• School are currently able to offer more tailored advice to suit the particular needs of our students than any external advisor had been able to evidence. As such from September 2021 the College Link Tutor has been developing specific Careers lessons to suit the needs of learners, in particular geared towards independent advice and guidance These are being monitored and reviewed throughout the year in order to create a bespoke but adaptable curriculum which can be used as a template for future classes.</li><li>• School have appointed a Careers Advisor who works closely with HOD to deliver appropriate advice. She has Level 6 qualification.</li></ul>			
<u>What needs to be done</u> <ul style="list-style-type: none"><li>• Careers Advisor to complete Level 6.</li></ul>			

Written by E.Pemberton November 2019

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