

The Gatsby Benchmarks

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A stable career programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors, and employers.

Learning from careers 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.

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Addressing the needs of each pupil

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.

Linking the curriculum and learners

All teachers link curriculum learning with careers. For example, Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths, and all subject teachers emphasise the importance of succeeding in English and Maths.

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Encounters with employers and employees

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.

Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.

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Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities, and the workplace.

Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. They should be expected for all students but should be timed to meet their individual needs.

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