|  |
| --- |
| **Gatsby Benchmark 4**  This tool is designed to be completed by a Careers Leader with support (as appropriate) from Enterprise Co-ordinator, Enterprise Adviser and/or Careers Link Governor.  The sections relating to curriculum areas (including PSCHE and extra-curricular provision) should be completed by the Careers Leader based on information provided by curriculum areas.  It provides evidence to support BM4 and can be used to inform Compass/Compass+ returns.  The detail and any key actions can be used to inform reviews of the Strategic Careers Plan and the Careers Programme. |
| Wording of BMs with 3 strands |
| **Strand 1: Discrete programme of careers** |
| How are learning objectives set for Careers Education? |
| How are the following tools used to shape careers education?  CDI Framework  Skills Builder Toolkit |
| What time is allocated for delivery of careers education? |
| How is careers education linked to assembly programme, tutorial programme and any drop-down days? |
| Who does lesson planning for careers education? |
| Who delivers careers education?  What CPD is available to them? |
| How is careers education monitored? |
| How do you know that careers education provision is effective? |

|  |
| --- |
| **Strand 2: Careers through the curriculum**  **Strategy** |
| Has the Careers Leader set learning outcomes within the Careers Programme?  Has there been a whole school audit of when and where these learning outcomes are being covered across all key stages?  Which learning outcomes are gaps in your provision?  What opportunities are there to ‘plug those gaps’ through curriculum areas? |
| How is careers linked to performance management and/or departmental development plan? |
| Where do you get LMI from?  How is this shared with curriculum staff? |
| What time is allocated to careers within staff CPD?  How does Enterprise Adviser/Enterprise Co-ordinator support with CPD delivery?  What are the opportunities to enhance careers CPD for staff? |
| Do you have Careers Champions from each or any departments across the school/college?  What are the roles/responsibilities of this role?  How do you engage with Careers Champions?  How do you know this role is having an impact?  What are the opportunities to enhance the impact of Careers Champions? |
| How do you engage with key SLT colleagues?  *i.e. Teaching and Learning Lead, Curriculum Lead, PSCHE Lead* |
| How are curriculum staff involved in vision setting for careers provision? |
| How do staff support evaluation of careers provision? |
| **English: Careers within the Curriculum** |
| Has the Careers Leader shared careers learning outcomes and has an audit been completed by English department? |
| Are there careers displays in teaching areas? |
| When and how are ‘starter tasks’ used within English lessons? |
| Is careers embedded within schemes of work for all year groups in English? |
| What examples are there of project-based learning linked to careers within English? |
| Which visiting speakers support English curriculum? |
| What employer encounters occur within English curriculum?  What opportunities are there to enhance this? |
| What FE/FE visits occur within English curriculum?  What opportunities are there to enhance this? |
| What experiences of the workplaces occur within English curriculum?  What opportunities are there to enhance this? |
| What careers activity takes place within English at key ‘moments of choice’? |
| Have any staff engaged with ‘staff externships’ in the world of work?  Would there be interest in this? |
| Is there a Career Champion in the English department?  How do they engage with head of department and colleagues?  What is the priority for Careers Champion within English? |
| **Maths: Careers within the Curriculum** |
| Has the Careers Leader shared careers learning outcomes and has an audit been completed by Maths department? |
| Are there careers displays in teaching areas? |
| When and how are ‘starter tasks’ used within Maths lessons? |
| Is careers embedded within schemes of work for all year groups in Maths? |
| What examples are there of project-based learning linked to careers within Maths? |
| Which visiting speakers support Maths curriculum? |
| What employer encounters occur within Maths curriculum?  What opportunities are there to enhance this? |
| What FE/FE visits occur within Maths curriculum?  What opportunities are there to enhance this? |
| What experiences of the workplaces occur within Maths curriculum?  What opportunities are there to enhance this? |
| What careers activity takes place within Maths at key ‘moments of choice’? |
| Have any staff engaged with ‘staff externships’ in the world of work?  Would there be interest in this? |
| Is there a Career Champion in the Maths department?  How do they engage with head of department and colleagues?  What is the priority for Careers Champion within Maths? |
| **Science: Careers within the Curriculum** |
| Has the Careers Leader shared careers learning outcomes and has an audit been completed by Science department? |
| Are there careers displays in teaching areas? |
| When and how are ‘starter tasks’ used within Science lessons? |
| Is careers embedded within schemes of work for all year groups in Science? |
| What examples are there of project-based learning linked to careers within Science? |
| Which visiting speakers support Science curriculum? |
| What employer encounters occur within Science curriculum?  What opportunities are there to enhance this? |
| What FE/FE visits occur within Science curriculum?  What opportunities are there to enhance this? |
| What experiences of the workplaces occur within Science curriculum?  What opportunities are there to enhance this? |
| What careers activity takes place within Science at key ‘moments of choice’? |
| Have any staff engaged with ‘staff externships’ in the world of work?  Would there be interest in this? |
| Is there a Career Champion in the Science department?  How do they engage with head of department and colleagues?  What is the priority for Careers Champion within Science? |
| **BLANK: Careers within the Curriculum** |
| Has the Careers Leader shared careers learning outcomes and has an audit been completed by XXX department? |
| Are there careers displays in teaching areas? |
| When and how are ‘starter tasks’ used within XXX lessons? |
| Is careers embedded within schemes of work for all year groups in XXX? |
| What examples are there of project-based learning linked to careers within XXX? |
| Which visiting speakers support XXX curriculum? |
| What employer encounters occur within XXX curriculum?  What opportunities are there to enhance this? |
| What FE/FE visits occur within XXX curriculum?  What opportunities are there to enhance this? |
| What experiences of the workplaces occur within XXX curriculum?  What opportunities are there to enhance this? |
| What careers activity takes place within XXX at key ‘moments of choice’? |
| Have any staff engaged with ‘staff externships’ in the world of work?  Would there be interest in this? |
| Is there a Career Champion in the XXX department?  How do they engage with head of department and colleagues?  What is the priority for Careers Champion within XXX? |
| **Gatsby Benchmark 4** |
| **Strand 3: Careers through extra-curricular provision** |
| Who in school/college delivers extra-curricular activity?  How are activities tracked and captured in Compass? |
| Who in school/college is involved in organising FE/HE visits/interventions?  How are visits/activities tracked and captured in Compass? |
| Who in school/college organises competitions?  How are these tracked and captured in Compass? |
| Who is involved in supporting students in Social Action (fundraising, awareness raising, etc.)  Does the school/college refer to the #iwill Social Action Toolkit  How is social action tracked and captured in Compass? |
| How is Educational Visits process linked to tracking and monitoring of career related activity/visits?  How are staff supported to link educational visits and opportunities to careers? |
| **3 Key Actions:** |