



CLEP
CUMBRIA
LOCAL
ENTERPRISE
PARTNERSHIP

THE **CAREERS &
ENTERPRISE**
COMPANY

Benchmark 1 Brew

Thursday 5th May 3.45- 4.30



Objectives of the session

- To explore workable and achievable ways to meet the requirements of BM1.
- To look at the 18 sub- benchmarks to understand what they involve.

Take Aways from the session

- Evaluation toolkit
- Best Practice Case Studies
- Presentation template to Governing Body
- Web templates (student/employer/teacher wording to use/adapt)

Benchmark 1 .



- Gatsby benchmark 1 provides the foundation for careers provision across your school and supports you to link careers provision to your vision, priorities and to school improvement.
- The DfE has endorsed the fact that “great careers guidance provides the first rung on the ladder of opportunity, helping everyone to achieve their full potential”.
- Developing a progressive careers programme shaped and driven by a strategic careers plan, enables your students to make well informed decisions about education, training, apprenticeship and employment opportunities and supports them to cope with challenging labour market conditions

Is written down

Is approved by the board of governors

Has the explicit backing of senior leadership

Has resources allocated to it

Has systematic monitoring in place

Has both strategic and operational elements

Strategy/plan and programme- Foundation for everything you do

Is published on your school's website

Is on the school's website with information aimed specifically at: Students

Is on the school's website with information aimed specifically at: Teachers

Is on the school's website with information aimed specifically at: Employers

Is on the school's website with information aimed specifically at: Parents/Carers

Social media and your external presence – shop window into your programme

Is on the college's website with information aimed specifically at: Other agencies (e.g. local authorities, other post-secondary providers)

Is evaluated for effectiveness at least every 3 years

Is evaluated using systematic feedback from: Students

Is evaluated using systematic feedback from: Teachers

Is evaluated using systematic feedback from: Employers

Is evaluated using systematic feedback from: Parents/Carers

Impact – What difference/measurable outcomes/feedback from stakeholders key to this process.

Has an identified lead individual with strategic responsibility for overseeing the programme



Benchmark 1 What does good looks like?
Any suggestions?



What good looks like

- Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it.
 - The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process.
- Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points



What does this mean in practice ?

The 7 pillars for BM 1 – What do you think they are?



Website with information for students, parents and staff including statutory guidance

Resources allocated to careers – including access to funded training for Careers Leader

Clear careers programme/ Year plan written down and shared with progressive learning outcomes at each key stage

Careers policy approved by SLT and governors

Regular evaluation of interventions from teachers, students, employers, parents

Careers Lead with support of SLT

Strategic careers plan developed alongside Enterprise Adviser and supported by SLT and Governors and shared with all stakeholders

What do you think are the 7 most frequently un-met sub-benchmarks, encompassing mainstream schools, SEND schools and colleges?





The seven most frequently un-met sub-benchmarks, encompassing mainstream schools, SEND schools and colleges are:

Is evaluated using systematic feedback from: Parents/Carers

Is evaluated using systematic feedback from: Employers

Is evaluated using systematic feedback from: Teachers

Is on the school's website with information aimed specifically at: Teachers

Is on the school's website with information aimed specifically at: Students

Is on the school's website with information aimed specifically at: Parents/Carers

Is on the school's website with information aimed specifically at: Employers



How can the careers hub help you?

1 Strategy

Your EC and EA can support you with your strategy and plans.

Lots of resources available including :

- [Cumbria Careers Hub website](https://careershubcumbria.co.uk) - [Benchmark 1 – Cumbria Careers Hub \(careershubcumbria.co.uk\)](https://careershubcumbria.co.uk)

- [CEC resources](#)

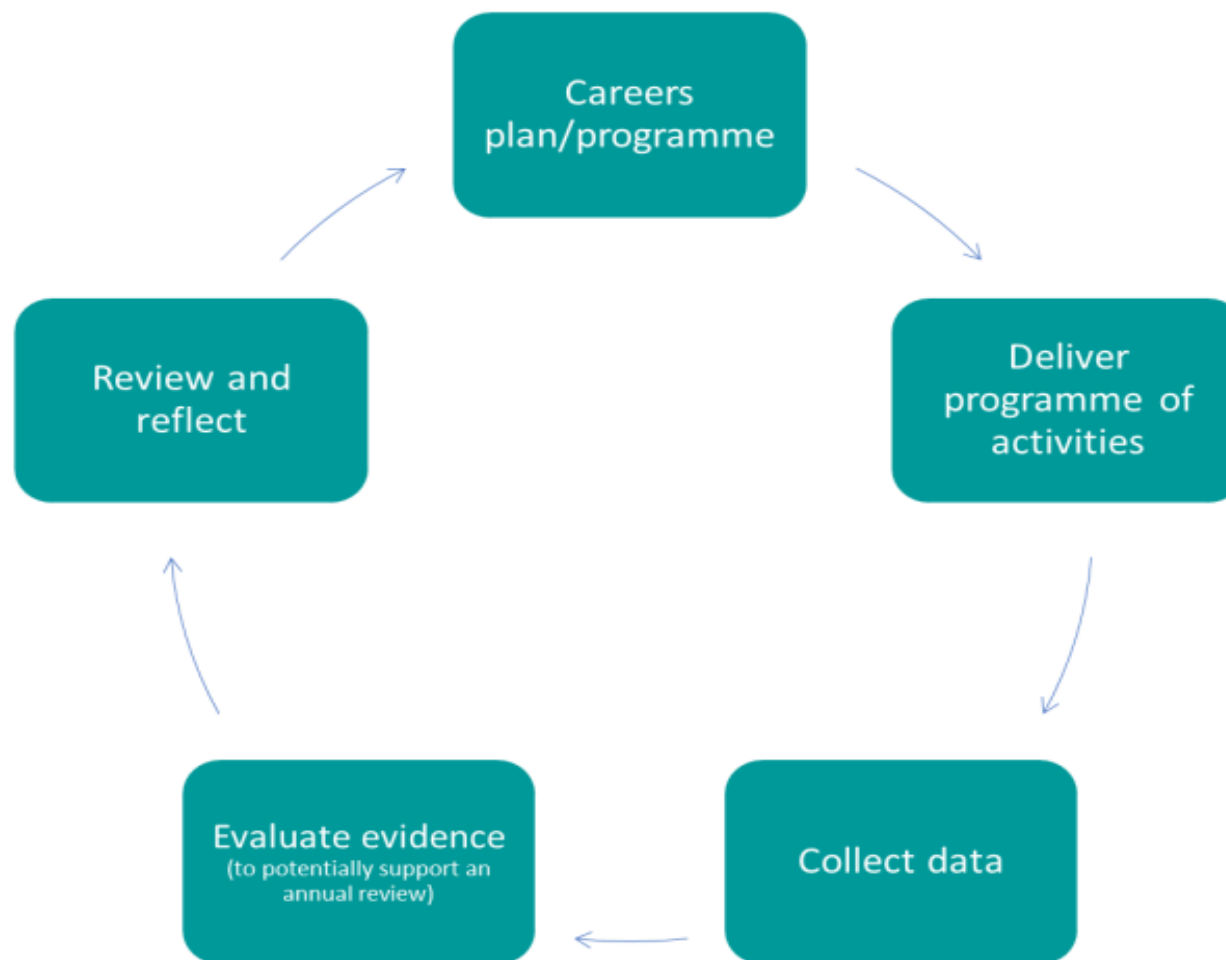
1 Creating a strategic Careers Plan <https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-1-module-1-creating-strategic-careers-plan>

2. Building a progressive careers programme

<https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-1-module-2-building-progressive-careers-programme>

3. Impact Evaluation

<https://resources.careersandenterprise.co.uk/resources/impact-evaluation-toolkit-guidance-document>



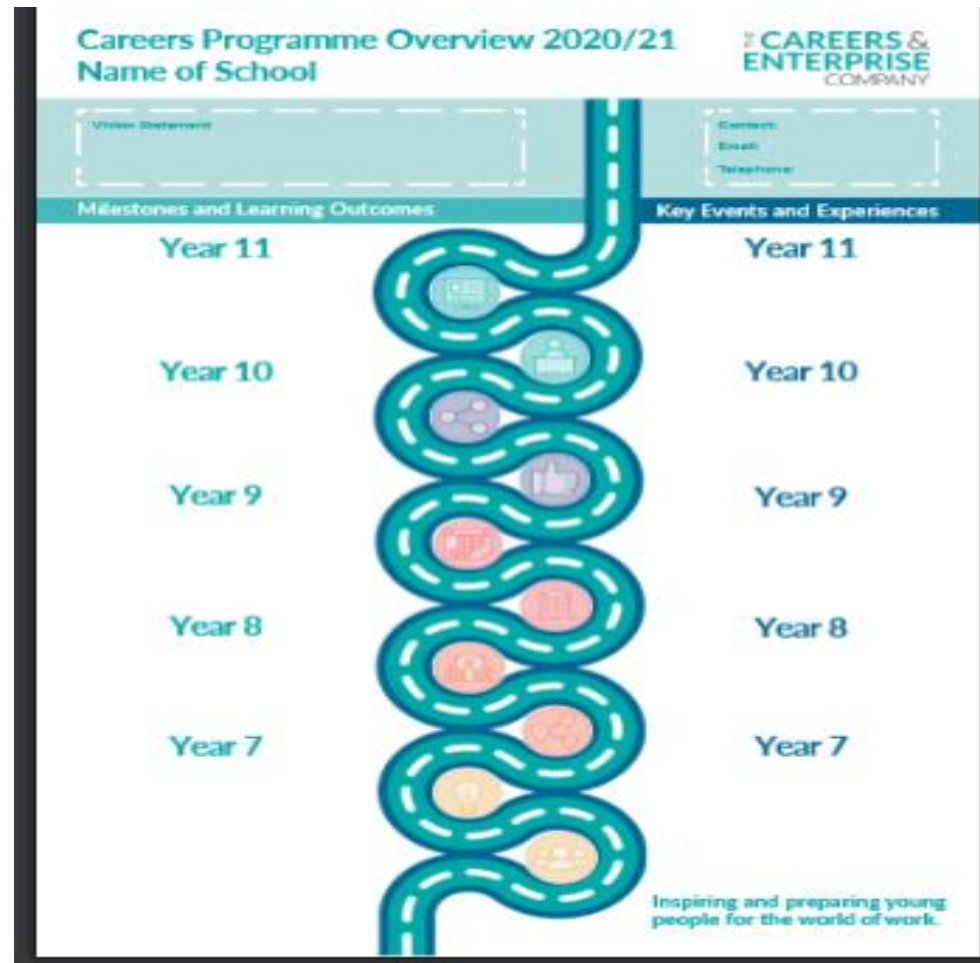


How can the careers hub help you?

2 Social media

- Website Audit – Look at and action the recommendations suggested for your school on your audit
- Use the templates that we have produced that can be adapted/modified for you to provide information for your stakeholders on your websites.
 - [Employers-info-for-website.docx \(live.com\)](#)
 - [parents-career-web-page.docx \(live.com\)](#)
 - [Website-infor-for-staff-and-teachers.docx \(live.com\)](#)
- Present information on your website about your careers programme.

Roadmap for careers programme on your website



[1309 Careers Programme Overview Yr 7-11 Poster A3 042020.pptx \(live.com\)](#)



How can the careers hub help you?

3 Impact

- Use the CEC – Impact evaluation toolkit available on our website

[Impact-Evaluation-Guidance.pdf](#)

- Use the template Microsoft forms that we have made that can be adapted for you to collect feedback from stakeholders (parents, teachers and employers)

[Feedback-and-Evaluation-forms-BM1 \(2\).pdf](#)



Good Starting point - Current State

Evidence used

- Compass scores
- SWOT analysis
- Destination Data
- Local context: LMI, growth sectors, FE/HE provision, etc.
- Reviewing vulnerable cohorts and any 'gaps' in outcome
- Case Studies
- Stakeholder voice

What are your challenges?

What are the barriers that will prevent you achieving BM1?



Revisit - Objectives of the session



- To explore workable and achievable ways to meet the requirements of BM1.
- To look at the 18 sub- benchmarks to understand what they involve.





Take Aways from the session

- Evaluation toolkit
- Best Practice Case Studies - [Leading-the-way-Mel-Avery-BM1.docx \(live.com\)](#)
- Presentation template to Governing Body – **need to upload to our website**
- Web templates (student/employer/teacher wording to use/adapt)



Many Thanks for your time



We hope that you have found it useful

