Assurance Framework for Enterprise Advisers on Gatsby Benchmark Elements

The following document is designed to support you as an Enterprise Adviser to be an even more effective critical friend to our school and college colleagues.

Rather than being an exhaustive list of questions which must be asked of your link school and colleges in full, they should be read as prompts for potential questions to be asked when you are looking in detail at a particular benchmark. This could be because the school/college believe that they can improve their performance in a particular benchmark area. They can also be used to test out and verify any particular high-scoring self-assessment undertaken by the school/college.

The questions should be used as part of the EA assurance process and should help all parties to take stock of current performance against benchmarks and help you to action plan for the future.

We hope you find the questions to be helpful in your work with schools and colleges. Please feedback to your EC if you feel that these questions could be added to, adapted or removed completely!

Thanks again for your continued work as an EA, we really appreciate and value your input.

Cath Dutton
Careers Hub Manager

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 1 – A Stable Careers Programme Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. • 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 pupils, parents, teachers and employers to access and understand it.	Who are the leads for Careers provision in your linked school/college?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Is there a written careers strategy in the school/college?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	When is this dated?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Has it been signed off by SLT?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Is there an accompanying action/implementation plan? When did this last get considered by Governors?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Is Careers a standing agenda item on the Board of Governors and SLT agendas?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Is there a named lead governor for Careers?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do you use the feedback to improve/adapt the programme in the future? Can you give an example of when you have done this?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	When is the next date when you will be engaging with your employers?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we measure this difference?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look for

• Review the Website – is there a Careers section? Is it easily found? Is it up to date? Does it include the Careers plan for the year for each year group?
• In the corridors of the School/College – is the Careers programme visible – what can you see and what tells you that Careers play a key part in the life of the school or college

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 2– Learning from careers and labour market information Every pupil, 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. • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and	How do pupils and/or their parents access labour market information?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do pupils and/or their parents access information on future study options	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we provide any structured access time for this purpose?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we assure ourselves that the information is updated regularly?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Who is/are the informed advisers to help them access this information?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we monitor and report that all of our pupils (by the age of 14) have accessed and used career path information?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How have we encouraged parents to access and used	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

future study options to inform their support to their children.	labour market and future study information?			
	How do we monitor and report parental access to this information?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we engage with pupils and parents about new and different ways to access this information?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- *Does the website have a dedicated section to this information? If yes, how easy is it to access?*
- *Does the school display infographics in public places to support this benchmark?*
- *Does the school display posters or visual displays which direct pupils to the information they need?*

	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 3– Addressing the Needs of Each Pupil Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and	*Has our school careers programme been equality impact assessed?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we collect and maintain our destinations database? How do we assure the accuracy of this database?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we routinely collect and publish destinations data? If yes, how and where do we publish it?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do our pupils access their careers guidance and support records?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Does access continue after they have left our school or college?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we routinely use any destinations data we collect to identify if we have are underperforming in particular areas e.g. Low Apprenticeship uptake?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.	*Do we routinely celebrate when we have success stories? i.e. when alumni have gone on and broken the mould*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we help to connect our pupils with previous alumni who have "broken the mould"?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we encourage our leavers to stay in contact with our school or college after they have left? Do we incentivise them to do so?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we routinely review our destinations data and reflect upon our destinations by gender, ethnicity and socio-economic grouping?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Does our strategy and implementation plan include a section to address any actual shortfalls and plans to mitigate any under-performance?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- *Does the website have a dedicated section to this information? If yes, how easy is it to access?*
- *Does the school display infographics in public places to support this benchmark?*
- *Does the school display posters or visual displays which challenge stereotypical thinking?*

- *Does the school advertise alumni opportunities*

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 4– Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	*Does the destinations data linked to BM 3 above, make the link between STEM uptake and Future Career Paths – especially in relation to under-represented groups?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Does the Subject Leads for STEM subjects monitor how individual teachers link curriculum to potential future careers? What objective evidence is requested to support this?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Is Careers Education a key part of the school performance review structure?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How could you get assurance that every pupil (by the age of 14) has been informed and educated regarding the potential power of STEM subjects in relation to future careers?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

	How do we use role-modelling in relation to our ex-pupils who have gone on to star in STEM-related professions?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we emphasise the importance of Maths and English to all pupils – how do we bring this to life for pupils?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do all teachers across all subjects link curriculum to careers – what evidence can you provide to support any answer to this question?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- **Does the website explicitly make the connection between STEM subjects and Future Careers? If yes, how easy is it to access for both Pupils and Parents?**
- **Does the school display infographics in public places to support this benchmark?**
- **Does the school display posters or visual displays which challenge (or indeed reinforce) stereotypical thinking?**
- **Does the school display posters or visual displays which highlight the importance of English and Maths in respect of future careers?**
- **Does the school advertise alumni success stories which challenge (or indeed reinforce) stereotypical thinking?**

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 5– Encounters with Employers and Employees Every pupil 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. • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful' encounter is one in which the student has an opportunity to learn about what	*Who do we have on our employer database?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	When was the last time we contacted them?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	When was the last time they were actively engaged in our careers programme?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	What is the level of activity from employers – do we have employers as mentors, are they engaged with delivering the Curriculum away from Careers?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we have an employer advisory group, which work with us on our strategy and plan?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Where are the gaps on our employer database?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	What is the plan for each academic year, in terms of ensuring meaningful encounters with employers?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

work is like or what it takes to be successful in the workplace.				
	Do we have a range of speakers and employer contacts who focus on STEM subjects?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- **Does the website have a dedicated section for employer partners? If yes, how easy is it to access?**
- **Does the school display who our employer partners are?**
- **Do we have photographs or posters around the school showing pupils engaging with Employers in a range of sectors and which challenge stereotypical thinking?**
- **Does the school actively promote positive alumni role models (and which challenge stereotypical thinking)?**

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 6– Experiences of Workplaces Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. *As far as is possible, schools and employers should ensure these are positive experiences.* • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should	*Where is our database which evidences this activity?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	What is the breakdown of visits, shadowing and experience?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How many employers are involved in providing these experiences	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Does our activity for this benchmark link closely with our activity for Benchmark 5?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Do we have any gaps in provision of workplace experiences i.e. do we have pupils with unmet needs	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Has there been any negative experiences for our Pupils, if so, how has this been feedback to the employer?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

have had one further such experience, additional to any part-time jobs they may have.	*Where and how do we report this activity, who internally holds us to account for achieving this benchmark?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- *Does the website have a dedicated section for workplace experiences? If yes, how easy is it to access?*
- *Does the school display who our workplace experience partners are?*
- *Do we have photographs or posters around the school showing pupils enjoying workplace experiences in a range of sectors and which challenge stereotypical thinking?*
- *Does the school actively promote positive alumni role models (and which challenge stereotypical thinking) in relation to workplace experiences?*

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 7 - Encounters with Further and Higher Education All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and	*How do we track our performance against this benchmark?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	With whom do we share this performance with?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Where is our database which evidences the destination of our pupils?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	At what age do we engage with our pupils re potential destinations?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we engage with our pupils on their options? How do we keep abreast of new developments e.g. T Levels?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.	What is the breakdown of actual visits against wider engagement – how many actual site-based opportunities have our pupils had?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How many different providers are involved in raising awareness of the opportunities?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Has there been any negative experiences for our Pupils, if so, how has this been feedback to the provider?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we use positive alumni role models to demonstrate what their experiences of their destinations have been?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- **Does the website have a dedicated section to this information? If yes, how current is it and how easy Is it to access?**
- **Does the school display posters/visual images in public places to support this benchmark?**
- **Does the school display posters or visual displays which promote positive role models across a range of post-school options?**
- **Is there a proportionate representation of different opportunities?**

Benchmark overview	Key Questions	Notes	Actions	Review Date
Gatsby Benchmark 8- Personal Guidance Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	*How do we track our performance against this benchmark?*	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	With whom do we share this performance with?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	What size of pool do we have to be able to undertake the activity required for this benchmark?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	How do we ensure that our pool are as up to date as possible on the options available to pupils as detailed in BM 7 above?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Have we assessed the relative merits of internal provision versus external provision – if yes, what was our conclusion?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

	How do we get feedback on the quality of these interviews?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Where does this feedback get reported to?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Where is our database which evidences the aspirations of our pupils mapped against their actual destination?	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What to Look For

- Does the website have a dedicated section for parents/guardians re choices? If yes, how easy is it to access?
- Whenever significant study or career choices are being made, is there an associated campaign to promote the offer of individual interviews?

Generic Questions

- **Who is involved in each annual performance review against our plan?**
- **What is the stated Intent of our strategy and plan? What are we trying to achieve?**
- **How do we measure the impact of our activity across all of the 8 benchmarks above?**
- **How do you differentiate between Assurance and Re-Assurance?**