



### The Gatsby Benchmarks

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

#### **Why are the Gatsby Benchmarks important?**

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance

#### **A summary of how we meet the Gatsby Benchmarks**

### 1. A stable careers programme

We have a named Careers leader (Andy Smyth) who is supported by the wider staff team, to develop and implement our CEIAG programme. We have a policy which is published on our academy website. This is supported by a map of CEIAG provision across each school Key stage. We use the Compass evaluation tool (Careers and Enterprise Company) which is updated termly to record our careers provision and review progress (historical CEIAG activities will be logged and tracked on Grofar). CEIAG is supported by the Head Teacher, SLT and trustees. Parents are actively encouraged to attend careers events and use our academy website. Careers events and PfA are included within the Business, Industry and Enterprise sections of our Trust Newsletter.

### 2. Learning from career and labour market information

We work with Wendy Gosling from the DWP to develop students' knowledge and skills of labour market information including;

- Information about job sectors and local employers
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- Interview skills, including mock interviews

Could we add in about having books linked to careers in the library?

### 3. Addressing the needs of each pupil

We aim to raise aspirations of all students and recognise this has different meanings to different students dependent on their needs. Our CEIAG programme is differentiated and varied to ensure all students participate at an appropriate personalised level for them.

Transition from the academy is carefully planned and delivered through a multi-partnership approach, and tailored to individual students, including:

- Work with parents/carers
- Work with social workers and other multi-agency support professionals
- Visits to colleges/FE providers/social care providers
- Taster sessions

#### 4. Linking curriculum learning to careers

The curriculum at Discovery Academy provides opportunities for discussions around career pathways, relating to knowledge and skills acquired in different subject areas. We encourage enterprise across the academy and have built in real-life, meaningful events to support the students in their endeavours to develop their skills and awareness. Our Junior Leadership Team are involved in deciding the direction of future investments from the enterprise projects.

#### 5. Encounters with employers and employees

We work with a range of external providers and organisations including Power of Women, DWP etc. to create mock interview opportunities. Many visits out of the academy are planned throughout the year to places of employment, for example, museums, sports centres, cafes, restaurants, churches, theatres and shops. Students experience a range of work place visits and are able to talk to employers and employees first hand. Such visits are planned both as part of the curriculum and as part of the CEIAG programme. We also invite outside agencies/employers into the academy to work with students – this ranges from work with STEM companies to sessions delivered by MFC; every activity gives students the opportunity to talk to other people about employment and jobs.

#### 6. Experiences of workplaces

As part of the curriculum, we visit many different workplaces such as cafes, restaurants, museums, churches, theatres, sports centres and shops. These visits give students the opportunities to experience the wider world and they also allow students to interact with members of the community in different roles and positions. They also allow students the opportunity to engage with people about their likes and interests and this can lead to discussions around employment.

What about visits to the university? And other schools?

On top of this, we create opportunities across the two academy sites for students to be involved in experience of work around the academy. For example, our Year 7 students act as buddies for nursery and have positions of responsibility within the two libraries. There are also enterprise events where students are given the opportunity to participate in the running of a successful enterprise and interact with the public to sell their products or services.

#### 7. Encounters with further and higher education

All colleges, and FE providers are welcome at Discovery Special Academy to give presentations, either face-to-face or virtually, to talk about the courses they offer and job opportunities following these courses. Visits to establishments to meet key staff and experience college life are arranged with taster sessions planned for students who express interest in the college or course. There is PfA and Careers Area in the secondary library where prospectuses and other information are available and there are books about jobs in the community section of the primary library. We have a well-established link with Teesside University and we regularly take place in events there.

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#### **8. Personal guidance**

We offer our students guidance and support throughout their academy careers and we provide them with the opportunities to be involved in a range of experiences that give them an insight into life after the academy.

We will be commissioning an independent careers adviser to give impartial advice and guidance to our students from Year 9 onwards.