

YOUR GUIDE TO

THE GATSBY BENCHMARKS



THE AIM OF THIS GUIDANCE DOCUMENT IS TO ACT AS AN AID TO HELP CAREERS LEADERS UNDERSTAND MORE FULLY THE DESIRED OUTCOMES FOR EACH OF THE GATSBY BENCHMARKS. IT EXPLAINS WHAT THE COMPONENT PARTS OF EACH BENCHMARK LOOK LIKE IN PRACTICE AND OFFERS PRACTICAL SUGGESTIONS ABOUT HOW EACH OF THE BENCHMARKS CAN BE ACHIEVED.

IT INCLUDES EXAMPLES OF BOTH LOCAL AND NATIONAL RESOURCES THAT CAN BE USED AS TOOLS IN ACHIEVING THE BENCHMARKS AND OFFERS HELPFUL SUGGESTIONS OF MEANINGFUL ACTIVITIES AND ENCOUNTERS THAT WILL AID A SCHOOL TO ACHIEVE EACH OF THE BENCHMARKS.

THIS GUIDANCE DOCUMENT WILL HELP CAREERS LEADERS TO EXAMINE THEIR CURRENT CAREERS PROGRAMME AND USE THE RESOURCES AND SUGGESTIONS INCLUDED WITHIN IT TO INCREASE THEIR BENCHMARK PERFORMANCE AND IN TURN MEET THE GOVERNMENT'S MANDATORY REQUIREMENTS SET WITHIN THE CAREERS STRATEGY.

GATSBY BENCHMARK 1

A STABLE CAREERS PROGRAMME

DESIRED OUTCOMES

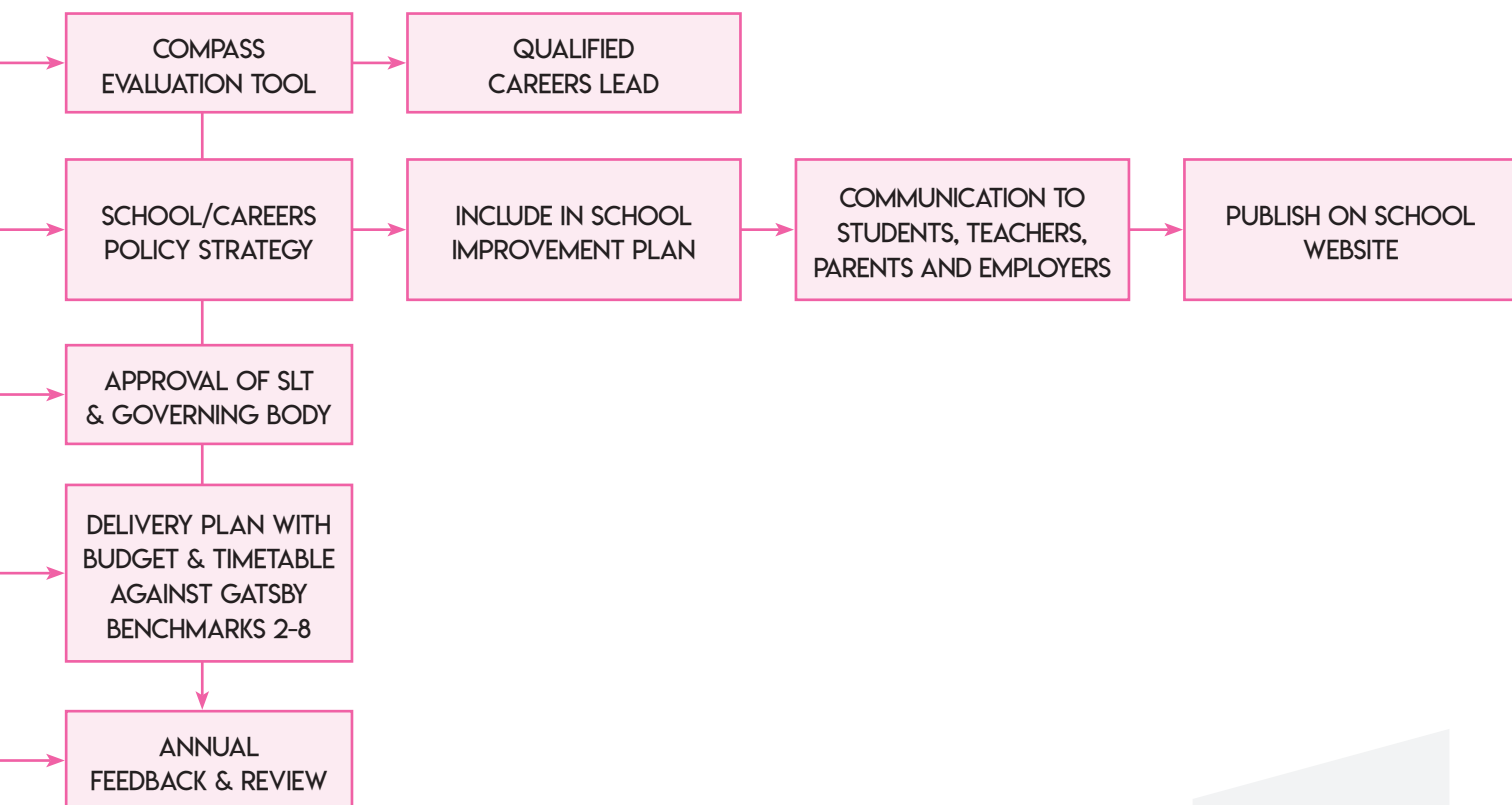
- > Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- > Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
- > The careers programme should be published on the school's website, so students, parents, teachers and employers can access and understand it.
- > The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

IN PRACTICE

- > Careers policy/strategy supported by SLT and governing body
- > Embedded into school structure and secure, part of SIP
- > Led by an appropriately trained careers lead with support of and direct link to SLT
- > Teachers need to know what is in the programme
- > Students need to know what is in the programme
- > Parents/carers need to know what is in the programme
- > Employers need to know what is in the programme
- > Careers programme should be published on the school's website
- > Requires a delivery plan with objectives and priorities
- > Processes for feedback from students, teachers, parents and employers to review programme

There is a suggested Careers Leader Strategy on the Skills4Worcestershire website under Gatsby Benchmark 1

DEVELOPMENT OF A CAREERS PROGRAMME



USEFUL RESOURCES:

Skills4Worcestershire Resources for Gatsby Benchmark 1 from Worcestershire's Careers Hub.

Careers and Enterprise Company Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 1

GATSBY BENCHMARK 2

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

DESIRED OUTCOMES

- > All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an appropriately qualified, informed adviser to make best use of available information.
- > By the age of 14, all students 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 future study options to support their children.

IN PRACTICE

- > Students access and process objective, local and national labour market information from year 7 onwards to make informed decisions about careers and pathways.
- > Information is accurate, up-to-date, raises aspirations, challenges stereotypes and dispels myths about sectors and pathways to a career.
- > Information is appropriate for the individual.
- > Uses a mixture of medias and should be easily accessible.
- > Appropriately trained staff offer practical help including assistance with research by the student.
- > Encounters with employers and experience of the workplace should be integral to the process of this learning and not offered in isolation.
- > Integrate with Gatsby Benchmark 7 - Encounters with Further and Higher Education
- > Contribution to and overlaps with Gatsby Benchmarks 4, 5 and 6



DEVELOPMENT OF A CAREERS PROGRAMME

INSPIRATION AND ASPIRATION

- > Talks and Industry Visits
- > Focus on local opportunities
- > Make the link – education, skills, core competencies, careers and earnings

LABOUR MARKET INFORMATION

- > Skills4Worcestershire LMI for Parents leaflet
- > Worcestershire LEP

EVENTS

- > Worcestershire Skills Show
- > Malvern Festival of Innovation
- > Three Counties Careers Fair
- > BigBang
- > WorldSkills Show
- > Worcestershire Apprenticeship Show
- > Options/Pathways Events

NATIONAL AWARENESS

- > National Careers Week
- > International Women in Engineering Day
- > National Apprenticeship Week
- > Tomorrow's Engineers Week

GATSBY BENCHMARK 7

- > Use FE and HE outreach departments
- > Visit HE and FE sites
- > Use alumni and parents pledge, Enterprise Adviser and employers to engage

GATSBY BENCHMARK 3

- > Track delivery and access to LMI

USEFUL RESOURCES:

Skills4worcestershiresite

Useful resource with lots of information about Worcestershire's employment market

Skills4Worcestershire

Resources for Gatsby Benchmark 2 from Worcestershire's Careers Hub

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 2

LMI For All

Tool providing information about jobs including salaries

Step into the NHS Careers in the NHS

Creative and Cultural Skills

Help for young people searching for a career in the creative industries

Prospects

Job profiles of over 400 jobs with a breakdown of salary

Barclays Life Skills

Resources to highlight skills and develop core competencies

icould Real stories to inspire careers

Careers Box Clips of hundreds of jobs

GATSBY BENCHMARK 3

ADDRESSING THE NEEDS OF EACH PUPIL

DESIRED OUTCOMES

- > 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 student and subsequent agreed decisions.
- > All students should have access to these records to support their career development.
- > Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.

IN PRACTICE

- > The school has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, including focus on the decision points
- > The information should be set in a framework of learning goals and includes contextual factors, such as parental influence, family backgrounds, the scope of improving social mobility by identifying the student's barriers to overcome and the support they need.
- > The school takes regional and national labour market information and destinations patterns into account, understands the pathways at both key stages 4 and 5.
- > The school should address the differences in the take up of science, technology, engineering and mathematics (STEM) subjects and higher education progression for ethnicity and gender basis.
- > Tailored careers programmes, targeted provision and additional support should be used to benefit students with special education needs and disabilities (SEND), those that are considered vulnerable and at-risk.
- > Records should be kept, enabling staff to track the quality and impact of the school careers and enterprise programme. Providers should be challenged to provide impact data for every delivery of provision.



- > Staff knows what students' CEIAG needs are and where they are in terms of their career planning. This comes from tutors, Careers Advisers, mentors and students.
- > Careers staff maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into the school information management systems.
- > The school empowers students by encouraging them to access and take ownership of their career development records.
- > The school collects and maintains accurate data for each student around their education, training and employment destinations for at least three years after they leave. Firstly through Worcestershire County Council's learner journey for years 12 and 13.

SUGGESTIONS FOR ADDRESSING THE NEEDS OF EACH PUPIL

PROMOTE PATHWAYS

- > Apprenticeships -through Worcestershire Apprenticeships
- > 6th form options
- > Further Education
- > Higher Education

PROMOTION OF STEM

- > Focused, high impact provision
- > Relevant role models to address gender, ethnicity etc.
- > Use LMI from skills4worcestershire
- > STEM ambassadors
- > BigBang
- > Local STEM events

SYSTEMS

- > Integrate with main school Management Information System
- > Compass+

RELEVANT HIGH IMPACT PROVISION

- > Talks
- > Mentoring
- > Enterprise
- > Industry visits
- > Work experience

USEFUL RESOURCES:

Skills4Worcestershire Resources for Gatsby Benchmark 3 from Worcestershire's Careers Hub.

Careers and Enterprise Company Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 3

GATSBY BENCHMARK 4

LINKING CURRICULUM LEARNING TO CAREERS

DESIRED OUTCOMES

- > Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
- > By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- > All subject teachers emphasise the importance of English and maths.

IN PRACTICE

- > The school adopts a strategic approach to linking curriculum learning to careers and embeds careers in subject learning. Subjects can be made more relevant using real-life contexts and examples from the world of work which will, in turn, motivate students and raise attainment.
- > Each department has schemes of work and lesson plans which show how career-relevant learning will be embedded in their teaching. Their planning also makes clear how career-related subject learning will be assessed and, where appropriate, accredited.
- > Teachers are confident at talking about careers related to their subject matter and understand the pathways and the skills in demand from employers.
- > Subject teachers will understand the school process to access potential employers or alumni and look to increase engagement.
- > The use of industry inspired subject content is another way of bringing industry into the curriculum. Solving or addressing a real-life application can develop employability skills such as communication and team working.
- > The school recognises that the reach of subject teaching is far greater than what can be achieved through a limited amount of careers education sessions such as that taught in PSHE.
- > Core competencies can be developed in every subject and experiences of communication, problem solving, resilience, etc should be highlighted to the students.

LINKING CURRICULUM LEARNING TO CAREERS COMPRISES THREE TYPES:

- Delivered as a subject, through a timetabled lesson such as PSHE or off timetable days
- Through other subjects, helping to demonstrate the relevance and application of a subject or core competence. Examples include financial capability through maths, engineering in science, digital literacy in any subject when Word, Excel and PowerPoint are used as a tool when producing work, etc.
- Extra-curricular activities either in school or outside of school in the students' own time

All benefit from employer engagement and role models during delivery.

You can use Compass+ to record activities clearly and easily, identifying how you are improving your Gatsby Benchmark scores with the activities that you plan.

Enterprise Advisers can help with sourcing speakers from various industries and the Skills4Worcestershire website has a database of employers volunteering to talk about careers in schools.

SUGGESTIONS FOR LINKING CURRICULUM TO CAREERS

CAREERS IN CURRICULUM TYPES

- Careers Learning delivered as subject
- Careers learning delivered through other subjects
- Careers learning delivered through extra-curricular activities

1ST PHASE FOCUS SUBJECTS

- Science
- Technology
- Engineering
- Maths
- English
- PHSE

DEVELOP AND EVIDENCE CORE COMPETENCIES

- Communication
- Confidence
- Initiative
- Organisation
- Problem Solving
- Resilience
- Teamwork
- Basic I.T.
- Encourage Creativity

USE RELEVANT, HIGH-IMPACT PROVISION

- Talks
- Industry visits
- Enterprise activities
- The above could be organised during drop-down days or activities week

EXTRA-CURRICULAR

- STEM clubs
- Coding clubs
- National Citizenship Service

REMEMBER TO EVALUATE AND FEEDBACK AFTER EVERY ACTIVITY.

USEFUL RESOURCES:

Skills4Worcestershire

Resources for Gatsby Benchmark 4 from Worcestershire's Careers Hub.

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 4

Tenner Challenge - Young Enterprise

Young people are pledged £10 and use this start-up capital to get their enterprise off the ground. Participants have one month to make as much impact and profit as they can. Profits can be used to fund other enterprise activity.

Stem Ambassadors

Volunteers who offer their time to demonstrate the value of STEM in life and careers

Women in Science Campaign

Aims to increase the participation and success of women in STEM

Engineering Development Trust

Range of programmes including Industrial Cadets work experience

The Architecture Centre - Making Buildings

Resources for pupils (9-14) to support STEM using themes of architecture, built environment, sustainability and food.

STEM Learning

STEM based resources for use with ICT, Design and Technology, Engineering, Maths and Science



GATSBY BENCHMARK 5

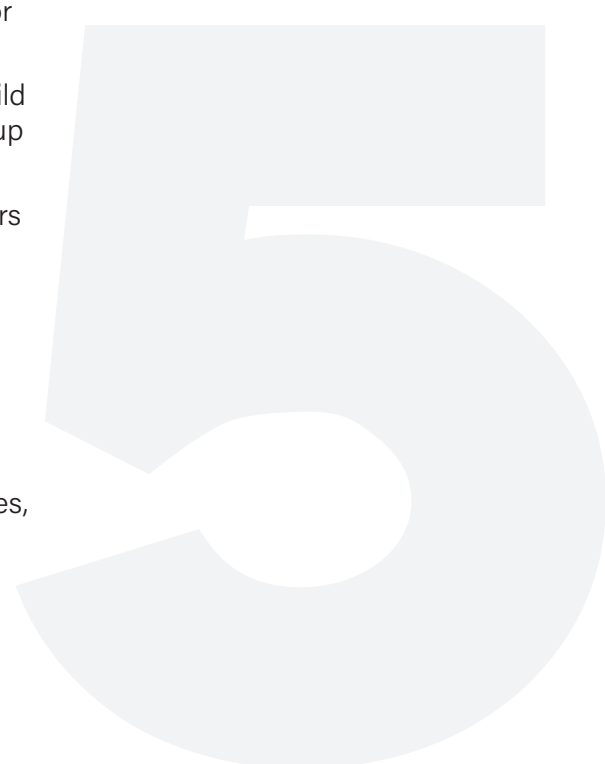
ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

DESIRED OUTCOMES

- > Every student should have multiple opportunities to learn from employers about work, employment and the skills that are relevant and valued in the workplace.
- > Students should participate in at least one meaningful encounter with an employer every year between years 7-13.
- > Make sure you are aligning to the strategic economic plan of the Worcestershire LEP region

IN PRACTICE

- > Gatsby define a **meaningful encounter** as 'one in which a student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.'
- > Employers and schools work together to ensure students build a picture of the world of work and are well prepared to take up workplace opportunities.
- > Build sustainable relationships with large and small employers through Worcestershire Careers Hub
- > Deliver through focused provision with high impact: talks, industry visits, careers carousels, mock interviews and enterprise competitions.
- > Students should participate in at least one meaningful encounter with an employer every year between years 7-13.
- > Schools develop strong and lasting links with local businesses, supported by the Enterprise Adviser/s and Enterprise Coordinator
- > Schools and employers draw on evidence of what works, focusing on:
 - > the impact for various kinds of provision
 - > the sequencing of these activities to ensure they are age appropriate and progressive
 - > the importance of effective implementation including proper briefing and debriefing



EXAMPLE OF PROVISION DELIVERY PLAN

- Whole Year Group
- Small Group/Individual

PROVISION TYPE	YEAR GROUP						
	7	8	9	10	11	12	13
Talks	■	■	■	■	■	■	■
Industry Visits		■	■	■			
Work Experience				■		■	
Careers Carousel	■	■	■				
Careers Fairs	■	■	■	■	■	■	■
Mock Interviews				■	■	■	■
Mentoring	■	■	■	■	■	■	■
Enterprise		■				■	

Enterprise Advisers can help with the above activities by using their organisation and network to source speakers, work experience, employers to help with careers carousels, mock interviews etc. The skills4worcestershires website has a database of employers willing to help with the above activities. Remember to evaluate and feedback after every activity

SUGGESTIONS FOR ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

EMPLOYER ENGAGEMENT

- > Enterprise Adviser
- > Enterprise Coordinator
- > Skills4Worcestershire website
- > Alumni
- > Parents/carers
- > Social media
- > Relationship with local businesses
- > To inspire, raise aspirations, inform, challenge stereotypical thinking, promote diversity and opportunity
- > Importance of STEM and English

INDUSTRY VISITS

- > Local businesses
- > Minibus size groups
- > Focus

CAREERS CAROUSEL

- > Whole year group
- > Engages younger students
- > Businesses relevant to local economy

TALKS

- > Role models
- > Small cohorts or year groups
- > Use alumni/parents/Skills4Worcestershire website
- > Within subjects or assemblies
- > Online resources

FEEDBACK AND REVIEW

- > Feedback from employers, students, other staff etc. after every event
- > Review activity
- > What went well? What didn't? Why? What can we do differently?
- > Improve careers plan year on year

CAREERS FAIRS

- > Good mix of local employers, training providers, F.E. colleges, 6th form opportunities and Universities
- > Open to all students at different times of the day

MOCK INTERVIEWS

- > Well-organised
- > Generic yr 10/11, specific yr 12/13
- > Pre and post work
- > Local businesses who may be able to provide future employment opportunities

USEFUL RESOURCES:

Skills4Worcestershire

Resources for Gatsby Benchmark 5 from Worcestershire's Careers Hub.

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 5

SpeakersForSchools

A charity offering motivating speakers and virtual work experience

icould

Real stories to inspire careers

Careers Box

Clips of hundreds of jobs

STEM Ambassadors

Volunteers who offer their time to demonstrate the value of STEM in life and careers

Worcestershire Apprenticeships

Industry specific talks from employers and apprentices



GATSBY BENCHMARK 6

EXPERIENCES OF WORKPLACES

DESIRED OUTCOMES

- > Every student 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.
- > By the age of 16, every student 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 student should have had one further such experience, additional to any part-time jobs they may have.

IN PRACTICE

- > Experiences of workplaces are part of the school CEIAG plan.
- > Post -16 experiences should be closely related to areas of interest for the young person.
- > Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests.
- > The school monitors the quality of placements offered to students from deprived backgrounds to ensure that they are not unfairly disadvantaged.
- > Students are prepared well for the experiences including preparation lessons so that students know what they can get from the experience.
- > Students are supported during the workplace experience.
- > After the experience, students undertake structured reflection to reinforce what they have learned.
- > Employers provide feedback to the school.
- > Consider alternative models of work experience to provide flexibility for employers, e.g. single days over a number of weeks as opposed to a full week and/or at different times of the year.
- > Young people should be kept safe.
Visit the Worcestershire Education Business Partnership (EBP) website: www.webp.org.uk



EXAMPLE OF PROVISION DELIVERY PLAN

PROVISION TYPE	YEAR GROUP						
	7	8	9	10	11	12	13
Work Shadowing				■	■		
Work Experience				■	■	■	■

PROCESS:

- > Involve the students and parents/carers in choosing their work experience. Whatever their age try and find a placement that suits their interests
- > Ensure that the employer has a plan for the work experience
- > Follow the correct procedure to ensure that the employer has all of the necessary insurances, training and supervisory procedures in place
- > Worcestershire EBP can undertake Health and Safety checks and has a vast database of employers for students and parents/carers to choose from (<https://www.webp.org.uk/>)
- > Contact the employer whilst the student is on placement. Preferably visit in person.
- > Include time after the work experience for students to reflect on what they have learned on their placement
- > Thank the employer

Your Enterprise Coordinator will help and support you in ideas for addressing Benchmark 6 including employer engagement.

Your Enterprise Adviser/s can help and add value through:

- > Helping with the planning of the employer engagement element of provision delivery
- > Driving employer engagement to the school/college using their own contacts both within their work and networks

USEFUL RESOURCES:

Skills4Worcestershire

Resources for Gatsby Benchmark 6 from Worcestershire's Careers Hub.

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 6

Careers and Enterprise Company What Works

Report from the Careers and Enterprise Company covering what works in work experience, job shadowing and workplace visits

BarclayslifeSkills Work Experience log

An example of a work experience diary/log

Worcestershire EBP

Database of up to date Worcestershire work experience placements. Fully qualified staff to carry out health and safety placements

GATSBY BENCHMARK 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

DESIRED OUTCOMES

- > All students should understand the full range of pathways and learning opportunities available to them. This includes academic, vocational and apprenticeship routes and learning in schools, colleges, universities and the workplace.
- > By the age of 16, every pupil should have had a meaningful encounter with providers covering the full range of learning opportunities.
- > By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

IN PRACTICE

- > All partners – schools, colleges, universities, local authorities, careers guidance providers, parents/carers, employers and the wider community – have a common understanding of local employer needs and opportunities.
- > Schools ensure students are well-supported to choose pathways they value post-18. This work starts in year 7 through raising aspirations and inspiration.
- > The school acts in the best interests of the students, not the school.
- > The school organises suspended timetable days for different year groups, such as careers and higher education preparation days for year 12s in the summer term.
- > The school ensures encounters with further and higher education are part of an overall approach that encompasses:
 - > personalised and small-group information, advice and guidance
 - > selected sources of information, which are promoted through the school's website, newsletter and social media
 - > a planned programme of on-site and off-site encounters with apprenticeship providers, further and higher education to strengthen accessibility, outreach and transition preparedness for targeted groups, such as Pupil Premium, gifted and talented and students with special educational needs and disabilities
 - > close co-operation with parents, families and carers in recognition of their key influence on children's thinking and decision-making.
- >

THE BAKER CLAUSE

The Baker Clause, an amendment to the Technical and Further Education Act, came into force on 2/1/18, and requires all schools to publish a policy statement on their website.

Under the rules, every school is obliged to give training providers access to every pupil between years 8 and 13, so they can find out about non-academic pathways.

DfE statutory guidance states that schools need to publish "a policy statement setting out their arrangements for provider access". This should be made available on the school website and must explain how to arrange access, which premises, or facilities can be used, and the grounds for granting or refusing requests.

Statutory Guidance with the Provider Access Policy: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

SUGGESTIONS FOR ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

PROMOTION OF PATHWAYS

- > Further Education Colleges
- > Worcestershire Apprenticeships (representing all training providers and apprenticeships)
- > NCOP activity
- > Universities
- > 6th form colleges and 6th form departments
- > Current apprentices
- > Careers Fairs
- > Worcestershire Skills Show
- > World Skills

INSPIRATION AND RAISING ASPIRATION

- > Breakdown stereotypical thinking
- > Involve parents/carers through newsletters and open evenings
- > Use role models, alumni, parents, talks, video, Labour Market Information
- > Encourage

LEGAL OBLIGATION

- > Baker Clause
- > Publish policy statement on website setting out arrangement for providers access for promotion of all pathways: academic, technical and vocational

USEFUL RESOURCES:

Skills4Worcestershire

Resources for Gatsby Benchmark 7 from Worcester's Careers Hub.

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 7

Worcestershire Apprenticeships

Industry specific talks from employers and apprentices

STEM Ambassadors

Volunteers who offer their time to demonstrate the value of STEM in life and careers

SpeakersforSchools

A charity offering motivating speakers and virtual work experience

Office for Students

Site to inform and help young people to get into and succeed in higher education

Notgoingtouni

Website dedicated to helping school & college leavers make informed decisions about their future by showing the opportunities that exist outside of the traditional university route.

The Complete University guide

Everything you need to know about studying at University

UCAS

Information for further education, undergraduate and post graduate options

icould

Real stories to inspire careers

Careersbox

Clips of hundreds of jobs



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GATSBY BENCHMARK 8

PERSONAL GUIDANCE

DESIRED OUTCOMES

- > Every student should have opportunities for guidance interviews with a Careers Adviser, either internal or external, ideally holding a career guidance qualification at level 6 or higher.
- > The interviews should be available whenever study or career choices are being made.
- > They should be available for all pupils, timed to meet their individual needs.
- > Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

IN PRACTICE

- > The school offers personalised support tailored to students' needs and abilities. The advice is impartial and always in the best interests of the young person.
- > The personal guidance on careers is integrated with the wider pastoral and student support system in the school.
- > SLT, heads of year, personal tutors, form teachers and learning support staff, consider students' career development as an integral part of their overall personal, social and educational development. Communication between staff is good and underpinned by effective information-sharing and record-keeping. Specialist inputs by career advisers are valued and acted upon.
- > Career advisers work closely with staff to deliver a range of individual support to students, including:
 - > One-to-one guidance at crucial points of decision making, including year 8/9 option choices and choosing pathways for post-16 and post-18
 - > Group work sessions on particular topics, such as apprenticeships, labour market information, employability skills, etc.
 - > Advice to parents/carers and students at careers events, parents' evenings, open evenings and via the school website and social media



- > Promoted drop-in sessions for students at lunchtimes and other times during the week
- > Support on exam results days.
- > Schools may commission external support from a specialist careers guidance provider or employ a Careers Adviser directly. For both, Careers Advisers should uphold professional standards and continue their professional development. The CDI maintains a professional register and members subscribe to a code of ethics.
- > Students and parents should be clear how to access personal guidance.
- > The school should be proactive in reaching out to parents who find it difficult to support their child's career development.
- > Staff should also be proactive in supporting students with complex lives, for example, young carers. Their needs are recognised and resourced with more intensive, wraparound support, including ongoing mentoring.

SUGGESTIONS FOR PERSONAL GUIDANCE

ACCESSIBLE GUIDANCE

- > 1:1 pre-16 and 17-19
- > School VLE
- > School website
- > Group events
- > Parents evenings
- > Parents newsletters

CREATE A KNOWLEDGE BANK

- > You do not need to know everything, but it is important to know where to find the information
- > Sources of LMI
- > Pathways to careers

CAREERS GUIDANCE ACTIVITIES

- > Listen to students' ideas, skills, circumstances and ambitions
- > Help students to explore options
- > Challenge pre-existing assumptions of their capabilities
- > Clarify learning and labour market systems and help students understand pathways
- > Develop strategies to achieve their goals
- > Signpost to information sources
- > Build resilience, motivation and confidence
- > Refer students to agencies who can support them

USEFUL RESOURCES:

Skills4Worcestershire

Resources for Gatsby Benchmark 8 from Worcestershire's Careers Hub.

Careers and Enterprise Company

Resources from the Careers and Enterprise Company to help with Gatsby Benchmark 8

Worcestershire Apprenticeships

Information about apprenticeships in Worcestershire

National Careers Service

Information on Careers

Career Development Institute

The professional body for the Career Development sector



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