

The Gatsby Benchmarks at Tor View



<p>1. A stable careers programme</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - Website - Policies - Work Ex Timetable - Careers subject leaders file - Employment in house - Employer reports 	<ul style="list-style-type: none"> - 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. (Tracey Williams, Eileen Melling and Laura Mathieson) - 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. (Provider access policy, Work Ex policy) - The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. (Monkey survey, reports, Annual reviews)
<p>2. Learning from career and labour market information</p>	<p><i>Every student, 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.</i></p> <ul style="list-style-type: none"> - Person centred reviews - Annual reviews - Parents evening - IAG - Careers convention - Careers and enterprise week. 	<ul style="list-style-type: none"> - 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. (person centered reviews) - Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. (parents evening, careers conventions, access to YPS and Transition workers)
<p>3. Addressing the needs of each student</p>	<p><i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each</i></p>	<ul style="list-style-type: none"> - A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (See work ex timetable)

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	<p><i>student. A school's careers programme should embed equality and diversity considerations throughout.</i></p> <p>- See CAREERS, ENTERPRISE AND WORK RELATED LEARNING CURRICULUM POLICY (Linked to Person Centred Planning)</p>	<ul style="list-style-type: none"> - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. (annual reviews, IAG Career paths, skills checklists) - All pupils should have access to these records to support their career development. (KS files, black files) - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. (central files)
4. Linking curriculum learning to careers	<p><i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</i></p> <p>- See curriculum mappings</p>	<ul style="list-style-type: none"> - 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. - Curriculum content
5. Encounters with employers and employees	<p><i>Every student 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.</i></p> <ul style="list-style-type: none"> - Visitors - Guest speakers - Key stage 4 taster - On site learning opportunities from employers (café, kitchen, site team) 	<ul style="list-style-type: none"> - Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>This happens for any young person leaving Tor View by the end of year 11. Otherwise this benchmark is addressed in years 12-14 in the further education department.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

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<p>6.Experiences of workplaces</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - See work experience timetable 	<ul style="list-style-type: none"> - 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. (This is slightly adjusted at Tor View due to the developmental delay in some of our students. This is addressed in year 12) - By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7.Encounters with further and higher education</p>	<p><i>All students 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.</i></p> <ul style="list-style-type: none"> - IAG sessions - Careers and enterprise lessons - Careers convention 	<ul style="list-style-type: none"> - 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 apprenticeship providers. This should include the opportunity to meet both staff and pupils. (careers convention, visits, transition visits) - 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. (where applicable this will happen at Tor View) <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p><i>Every student should have opportunities for guidance interviews with a career 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.</i></p> <p>Person centred reviews</p>	<ul style="list-style-type: none"> - 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 1 (Careers and enterprise week)

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