



# Vanguard School – How we meet the Gatsby Benchmarks

Benchmarks	Descriptor	How we meet
1.	<b>A stable careers programme</b>	<ul style="list-style-type: none"> <li>• The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be regularly reviewed.</li> <li>• The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary.</li> <li>• Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school’s careers programme to ensure it meets the needs of all pupils.</li> <li>• Details of the school’s careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback. The published information will include: <ul style="list-style-type: none"> <li>– The name, email address and telephone number of the Careers Leader;</li> <li>– A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme;</li> <li>– How the school or college measures and assesses the impact of the careers programme on pupils;</li> <li>– The date of the school’s or college’s next review of the career’s information.</li> </ul> </li> <li>• A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career’s leader will be published on the school website. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.</li> <li>• The Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.</li> <li>• The school will engage with local employers, businesses and professional networks, inviting visiting speakers and where possible alumni with whom pupils can relate to.</li> </ul>

		<ul style="list-style-type: none"> <li>• Wherever possible, the school will work towards the <a href="#">Quality in Careers Standard</a> to support the development of its careers programme, ensuring the programme is reviewed regularly to ensure it is in line with the required standards.</li> <li>• The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.</li> <li>• All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.</li> <li>• The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.</li> <li>• The use of the Compass Benchmark Tool for self-evaluation of careers in school is completed and reviewed regularly.</li> </ul>
2.	<p><b>Learning from career and labour market information</b></p>	<ul style="list-style-type: none"> <li>• The school will work with the careers advisor to ensure parents and pupils have relevant information, appropriate to the pupil's ability and individualised career provision about the labour market. Where appropriate, pupils will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.</li> <li>• The school will have access to an Enterprise Adviser as part of our collaboration with the London Careers Hub. The adviser will be able to source information relevant to LMI.</li> <li>• There will be an annual Careers Fair where pupils will be given the opportunity to meet local employers and apprentice providers to find out about careers/current opportunities.</li> </ul>

<p>3.</p>	<p><b>Addressing the needs of each student</b></p>	<p>Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil.</p> <p>Each school will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. The records of advice given should be integrated with those given at the previous stage of the pupil's education where these are made available.</p> <p>Our Quality of Life framework, delivered through weekly Life Skills lessons and keyworker sessions, consider the wider skills pupils need to develop in order to access their future goals.</p> <p>Yearly annual reviews consider the 'Preparation for Adulthood' outcomes pupils are developing as they work towards life after school.</p>
<p>4.</p>	<p><b>Linking curriculum learning to careers</b></p>	<p>All pupils will receive a broad balanced education that includes the STEM subjects. Where appropriate pupils will be directly taught about how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The <u>DFE guidance</u> states that 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. In our schools' pupils are of different abilities and as such pupils should be given opportunities to develop knowledge, experience and understanding that is developmentally appropriate.</p> <p>All academic departments have subject -specific resources that link their subject to careers. This is also referenced when supporting our pupils to choose their 'options' as they move into Key Stage 4.</p> <p>We continue to find opportunities to link our curriculum to careers throughout each year group.</p>

5.

**Encounters  
with employers  
and employees**

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

These may include but are not limited to the following:

- Careers events such as careers talks, careers carousels and careers fairs.
- Practical experience of different job roles and enterprise activities such as running an in- school care or shop.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.
- Virtual experiences of the workplace

DFE 2023 Careers Guidance states this can be planned out across phases as follows:

- “Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.”

<p>6.</p>	<p><b>Experience of workplaces</b></p>	<p>Where possible, the school will ensure that all pupils have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18.</p> <p>16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:</p> <ul style="list-style-type: none"> <li>• Workplace visits</li> <li>• Work experience (Including a variety of Virtual Work Experience Placement offered) (1-2 weeks)</li> <li>• Job shadowing</li> <li>• Career-related volunteering and social action</li> </ul> <p>Work experience will be designed to meet the needs of individual pupils. The school carefully match the placement to each pupil’s ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.</p>
<p>7.</p>	<p><b>Encounters with further and higher education</b></p>	<p>The school will seek to enable pupils to understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. Where pupils are unable to understand this, the school will ensure parents understand this requirement.</p> <p>By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This may include sixth forms within their own school.</p> <p>By the age of 18, pupils who are considering applying for university should have sufficient opportunities to visit universities to meet staff and pupils and be involved in decisions planning their next placement.</p> <p>By the age of 18, or before the end of their programme of study, every pupil should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and pupils.</p>

		<p>There is a legal duty for schools to provide access to providers of technical education and apprenticeships, this is commonly known as the 'Baker Clause'. This requires all maintained schools and school to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.</p> <p>Every pupil in our school whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers, University Technical Colleges (UTCs) and Studio schools.</p> <p>Through the annual review process each school will work with parents and the local authority to explore appropriate options, including understanding that remaining in education does not mean they need to stay in school, and that they may:</p> <ul style="list-style-type: none"> <li>• Study full time in a school, college or with a training provider.</li> <li>• Undertake an apprenticeship, traineeship, or supported internship.</li> <li>• Work or volunteer 20 hours or more a week, combined with part-time accredited study.</li> </ul> <p>The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.</p>
8.	<b>Personal guidance</b>	<p>All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.</p> <p>The school will work with the LA, children's social care and Virtual school Heads to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways.</p> <p>Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school will not promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.</p>

	<p>Careers advisers will meet the professional standards outlined by the <a href="#">Career Development Institute</a>. The school will integrate personal guidance interviews within pastoral systems so that they can be followed up by the form tutors / class teachers as appropriate.</p>
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Careers advisers in our school should be selected by taking into account their knowledge of SEND and Autism.

Careers advisers working with pupils will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

See also Appendix 1 Transition Planning Procedure

## Appendix 1 - Transition Planning Procedure

The Annual Review process during year 9 is usually deemed to be the formal transition review. Follow up transition reviews should also take place in the following years.

1. This review must obtain information from the pupil, parents and/or carers, LEA, Social Services, school support Services (Educational Psychologist, SaLT, OT etc.) and any other party with a legitimate interest in the pupil.
2. The review must produce a documented transition plan for the pupil that clearly indicates possible options at post 16, post 19 and post 25 where appropriate and the services to be included in the planning process.
3. Where a pupil is planning to remain in education Post 16 the annual review process must be used to record the thoughts and wishes of parents/carers and the young person and detailed in the EHCP, which should be amended by the LA as necessary.
4. The Transitional Plan and EHCP documentation must indicate required actions, by whom and the timescale for the actions to be completed.
5. The Transition Plan and EHCP, including the action points, must be formally reviewed at each subsequent Annual Review until the pupil leaves the school.

6. Changes to the Transition Plan and EHCP must be circulated to all relevant parties and be agreed by all parties.
7. All pupils are entitled to access to information regarding careers during school years 9 to 14. This may take the form of specific lessons, or may be incorporated into the PSHE and other curriculum areas. Where integrated school must be able to identify via schemes of work and lesson plans where this is taking place
8. All information regarding the Transition Plan and EHCP must be forwarded to a receiving provision at completion of school year 11 or year 14 as appropriate.
9. In Key Stage 4 and Post 16 school provision the Transition Plan and EHCP outcomes will form the basis of the individual pupils' programme having regard to pupil and parental needs and wants.
10. Transition planning and EHCP outcomes will be an increasingly important element of Annual Review proceedings in Post 16 provision. At Annual Review at year 14 (or the final review prior to leaving date) all relevant parties e.g. parents/carers, Social Services, careers advisors where appropriate should be present.
11. The final Transition plan and EHCP agreed at final Annual Review in Key Stage 4 / Post 16 provision will form the basis of the curriculum for pupils in their final year of school.
12. EHCP reviews should take place early in the school year for year 11 and 13/14 pupils. This is to allow time for parents/carers to identify a suitable placement and for assessment visits to take place and for applications to the LA for placement funding.
13. If a suitable placement is proving difficult to find it may be necessary to call an additional interim annual review to allow for all professionals concerned to meet with an aim to support transition and placement.