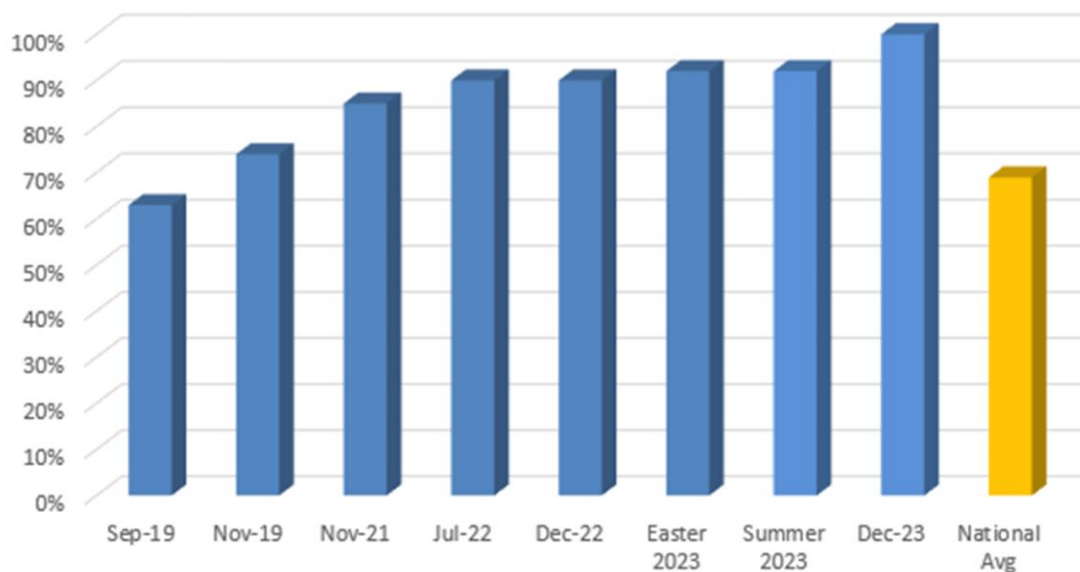


Spalding Academy – December 2023

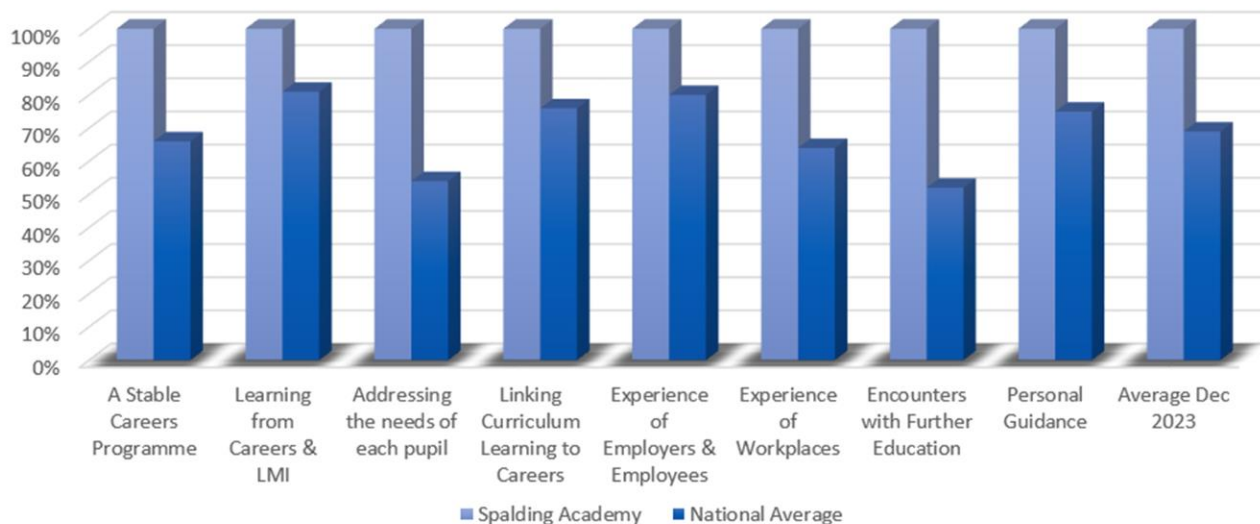
Careers IAG Strategy – Gatsby Benchmarks



Spalding Academy: Gatsby Benchmark Online Self Evaluation Average % Score *(Externally Validated)*



Spalding Academy Individual Gatsby Benchmark Scores v National Average *(Externally Validated)*



RAG Rating Key = Green – **Embedded** Yellow – **In Progress** White – **To be Actioned**

GATSBY BENCHMARK 1

AIM: Every school should have an embedded programme of career education and guidance that is understood by students, parents, teachers, governors and employers.

REQUIREMENT	ACTIONS
A stable, structured careers programme that has the explicit backing of the SLT and an appropriately trained person responsible for it.	<i>Series of planned assemblies to remind/recap/inform students of LMI & the Careers programme -JH/LBB SLT statement for the website & minute weekly meetings as evidence</i>
The Careers Programme should be published on the school's website so students, parents, teachers and employers can access and understand it.	<i>Careers is required by law to have its own policy statement setting out how students will be educated and given access to training providers. This should go on the website along with Careers advisors name, email & tel.number, summary of careers programme, details of how the school measures the impact of the careers programme i.e. Gatsby and date for next review</i>
The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.	<i>Use on online compass toolkit to review progress. Review dates have been identified and implemented to chart progress</i>

GATSBY BENCHMARK 2

AIM: 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 informed adviser to make best use of available information.

REQUIREMENT	ACTIONS
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 about study options.	<i>Students work on career paths in KS3 on PSHE Days but we need to improve on the LMI aspect of the programme and expand it into PSHE lessons and planned assemblies.</i>
Parents should be encouraged to access and use information about labour markets and future study options to support their children.	<i>Post 16 and Post 18 options evenings for parents and information on the website. Need to expand on the use of LMI data. Use NOMIS website to research this for Lincs and Bourne by postcode. Research jobs in Lincs dominated by people aged 50+ on NOMIS and this will have a shortage soon. Plan assemblies and lessons on this.</i>

GATSBY BENCHMARK 3

AIM: Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

REQUIREMENT	ACTIONS
A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	<i>This is a constant emphasis throughout the school and the ASPIRE programme has been recently added to Key Stage 4.</i>
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.	<i>Need to create a spreadsheet for all Year Groups to record participation across Yrs 7-11 in Careers Education. Careers Progress reports will be emailed home with each Year's annual reports and Compass+ reporting is in the development stage. Individual Action Plans are created & shared following Careers interviews in KS4</i>
Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.	<i>Destination data for Yrs 11 & 13 is in place – summary data & spreadsheet in place. Checks for No NEETs, & then that students are on appropriate course & evidence this. System set up to check for 3 years – implemented from 2019 ongoing management is in place.</i>

GATSBY BENCHMARK 4

AIM: All teachers link curriculum learning with careers.

REQUIREMENT	ACTIONS
STEM subject teachers highlight the relevance of their subject for a wide range of future career paths.	<i>HoDs survey required plus subjects teach a specific lesson based around a career. Aim for 1 lesson per year group per year per subject. Outstanding would be to co-teach the lesson with an expert. E.g. Chef comes in and co-teaches ratio & proportions in Maths. Requires CDP time - This is then mapped out by LBB.</i>
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.	<i>Employability skills days - 1 per term???? Lead in assemblies that week - start off with a quiz in assembly plus a shorter version for the pm reg starter. E.g. Mrs Howard - example of challenging stereotypes</i> <i>Careers Day = 1 tutor session on the calendar for the whole school Tutors prepare a presentation about the different stages in their careers and other people in their families.</i>
All subject teachers emphasise the importance of succeeding in English and Maths.	<i>Achieved – lessons, whole school literacy & numeracy policies, intervention sessions, assemblies & AOL data analysis</i>

GATSBY BENCHMARK 5

AIM: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

REQUIREMENT	ACTIONS
Students should participate in at least one meaningful encounter with an employer every year from Y7-13.	<i>Enterprise activities, presentations, assemblies, Careers Fairs.</i>
Work with your regional LEP to make sure you are aligning to the strategic economic plan for the region.	<i>SLAT has joined the Confident Choices Careers Framework organisation for South Kesteven District.</i>

GATSBY BENCHMARK 6

AIM: Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities, and expand their networks.

REQUIREMENT	ACTIONS
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.	<i>Ideally this should be 7, 1 per year in school but aim for 3, one for each key stage at first. Research webinars, skype meetings, virtual 360 tours on websites, visitors into school, National Careers week 'The Big Assembly', Ask an Apprentice events. Should also be meaningful contact with employers, not just sit & listen. Possibly students prepare Qs, interview & feedback.</i>
By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.	<i>Not applicable to 11-16 Academy.</i>

GATSBY BENCHMARK 7

AIM: All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

REQUIREMENT	ACTIONS
By the age of 16, every pupil should have had a meaningful encounter with a provider of a full range of learning opportunities.	<i>Careers fairs and extra transition visits for vulnerable pupils. E.g. Stamford College visits, construction events / NHS visits. See previous benchmark notes invite alumina and current Uni students back in for a programme of short talks/interviews.</i>
By the age of 18, all students who are considering applying to university should have had at least 2 visits to universities to meet staff and students.	<i>Not applicable to Spalding Academy 11-16 school</i>

GATSBY BENCHMARK 8

AIM: Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external provided they are trained to an appropriate level (Level 6).

REQUIREMENT	ACTIONS
<p>Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal 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.</p>	<p><i>Every student can request an interview with someone Level 6 trained. Need to further promote the opportunity to speak to an adviser with younger year groups. Perhaps look at offering group session with Year 8/9 during a PM Registration to explore making option choices?</i></p> <p><i>Yr 10 students Term 6 need to complete a Careers diagnostic survey ready for Yr 11 intervention - include Qs on feeling and need. From this feedback & school data, categorise students e.g. 6th Form, Priorities such as LAC/PP and plan the intervention. Some can be seen in groups. This could be with LBB or as required an external Careers advisor. Parental Questionnaire required too to check if this matches with the students' feedback. Timeline of events to be produced by LBB/JH</i></p>
<p>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.</p>	<p><i>All students are interviewed by the age of 16 and again by the age of 18 but not all by a L6 trained adviser – but all students have access to this opportunity if required. No one is denied access.</i></p>