

## The Gatsby Benchmarks

The Gatsby Career Benchmarks form the basis of the government's new Careers strategy and its standards represent the very best practice in careers education. There are eight benchmarks against which all schools and colleges careers programmes will now be measured. The table below outlines the individual benchmarks, gives a specific aim relating to each (which adapts the aim to a SEN specialist college setting) and then sets out how Horizons College's Careers Programme intends to meet the requirements of each benchmark.

### The 8 benchmarks of careers education (Sir John Holman, Gatsby Charitable Foundation)

<b>Benchmark 1 – A stable careers programme</b>		
<b>Description of benchmark</b>	<b>Horizon College aim</b>	<b>Activities to support the aim</b>
Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers and employers.	To have a careers programme that puts appropriate, bespoke progression support in place for all our learners to help them achieve positive outcomes.	We have a written careers programme as published on our website. It is overseen by the designated Careers Leader and supported and monitored by the College Principal, senior leadership team, Enterprise Adviser and board of governors. The programme is reviewed annually and the feedback from learners, parent/carers and employers will be used to inform any amendments made. Feedback about the programme and our careers activities can be sent to the Careers Leader (details on website). The careers programme will be implemented using a combination of class based activities, access to variety of employers (e.g. Work Experience and the Enterprise Adviser) and independent careers advice provision.
<b>Benchmark 2 – Learning from careers and labour market information</b>		
<b>Description of benchmark</b>	<b>Horizon College aim</b>	<b>Activities to support the aim</b>
Every learner, 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 the best use of available information.	That learners and their families be able to access career and labour market information that is appropriate to their needs.	All learners have access to information regarding careers and possible transition pathways (see list of destinations and signposted services on website). Horizons College uses the latest Local Market Information (LMI) for the Swindon and Wiltshire area to help inform our decisions such as which vocational options to offer, which employers to invite to our Careers Week and where to focus our Work Experience Programme etc. This is combined with our knowledge of the individual learner's future goals and aspirations e.g. via their Educational Health Care Plan (EHCP) and annual reviews and Picture of Potential to help plan the best possible progression route for each young person. Every learner has access to Independent Advice and Guidance (IAG) via the National Careers Service (NCS) and our Careers Consultant, Polly Wiggins (see links on website). LMI is also available via links on our website and will be included in workshops and 1:1 careers guidance appointments with our IAG providers, presentations by our Enterprise Adviser and be visible at JobFests and Job Fairs and Careers Week.

### Benchmark 3 – Addressing the needs of each learner

Description of benchmark	Horizon College aim	Activities to support the aim
Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.	That careers activities be tailored to each learner's needs to provide a bespoke package of progression support to help them fulfil their potential.	The curriculum for each learner is designed around targets and information from their EHCP, Picture of Potential and chosen pathway. Where appropriate, each learner will be provided with an individual careers meeting where bespoke support can be implemented and careers and transitions options can be personalised. Information regarding the destinations of each learner will be collected, monitored and reviewed to ensure we are meeting the needs of each person. Our careers programme actively challenges stereotypical thinking by focusing on the abilities of our learners and providing them with opportunities to demonstrate these within the community and in their work placements. Each learner will have an individual progression record to track their careers activities and target further development. The college will work with a range of professionals and partners, where appropriate, to provide a package of support for each learner's development and progression. Families form an integral part of progression planning and, where possible and appropriate, are consulted and included.

### Benchmark 4 – Linking curriculum learning to careers

Description of benchmark	Horizon College aim	Activities to support the aim
All teachers should link curriculum learning with careers.	That study programmes link to the world outside of education and help to provide learners with opportunities to develop the necessary personal and professional skills.	Careers and work based learning is embedded throughout the curriculum. Our Work Experience and Internship programmes provide real world skills and experience in a wide variety of business and organisations allowing learners to consider their career options at every opportunity. Classroom activities also help learners to build necessary skills, knowledge and independence to support their chosen future pathway e.g. via Vocational Options and Employability lessons. Learners are also involved in various enterprise activities such as Coffee shop and lunch time meal provision, a snack shop, gardening and reprographics etc.

### Benchmark 5 – Encounters with employers and employees

Description of benchmark	Horizon College aim	Activities to support the aim
Every learner 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 opportunities including visiting	That learners have the opportunity to meet employers, employees or voluntary workers to help them to think about their own futures.	In addition to the regular, weekly Work Experience and Internship placements we also provide several other opportunities for learners to encounter employers, including: <ul style="list-style-type: none"> <li>• Work Shadowing</li> <li>• Visits to and from employers</li> <li>• Careers Week (presentations from local employers and organisations)</li> <li>• Access to JobFests and Job Fairs</li> <li>• Access to our Enterprise Adviser</li> </ul>

speakers, mentoring and enterprise schemes.		
<b>Benchmark 6 – Experiences of workplaces</b>		
<b>Description of benchmark</b>	<b>Horizon College aim</b>	<b>Activities to support the aim</b>
Every learner 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.	That supported experiences in workplaces and voluntary settings form a key part of a learner’s time at college (where appropriate).	The majority of our learners will have many opportunities to be involved in weekly Work Experience and/or Internships in a variety of local businesses and organisations throughout their time at college. Depending on their class, the study programme they are following and their proximity to obtaining paid or voluntary employment, learners will have between 1 and 6 quality work placements per academic year. There are also opportunities for Work Shadowing and site visits to employers.
<b>Benchmark 7 - Encounters with further and higher education</b>		
<b>Description of benchmark</b>	<b>Horizon College aim</b>	<b>Activities to support the aim</b>
All learners 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.	That learners be supported in thinking about the range of options appropriate for their progression and have the chance to experience these options where possible.	Each learner (and their parents/carers) will be made aware of any further/higher education opportunities that may be relevant to their chosen career or transition pathway. Advice will be provided both internally via Learning Leads and careers based lessons (Vocational Options and Employability lessons) but also externally through the National Careers Service, Building Bridges the Department of Work and Pensions, our Enterprise Adviser and Job Fairs. We will ensure that any information, pathway or destination requested by the learner is fully explored.
<b>Benchmark 8 – Personal Guidance</b>		
<b>Description of benchmark</b>	<b>Horizon College aim</b>	<b>Activities to support the aim</b>
Every learner should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of college staff) 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 learners but should be timed to meet their individual needs.	That all learners for whom 1:1 careers appointments would be appropriate have the opportunity to have one.  To ensure all learners are fully informed about all possible destinations and pathways so that they are able to make informed choices about their future.	All learners will have the opportunity to be involved in regular Group Careers Workshops and will have access to individual 1:1 meetings with an independent Careers Adviser (where appropriate). Both will be provided by the National Careers Service and/or Careers Consultant Polly Wiggins. Learners and/or their parents/carers can request an individual Careers meeting at any point but (where appropriate) learners will be provided with at least one planned 1:1 meeting per academic year. Learner career pathways and transition destinations are also reviewed each year through the annual review process. This ensures all support is timed to meet the individual needs of the learner. Learners will also be taken through a ‘My Plan, My Future’ booklet with the Work Experience & Careers Coordinator to ensure that the correct work experience and IAG is being put in place for each learner. Useful links and resources are also provided on our website for learners and their parents/carers to access.

