

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)

Benchmark 1 – A stable careers programme		
Description of benchmark	Horizon College aim	Activities to support the aim
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 students to help them achieve positive outcomes.	We have a written careers programme as published here. It is overseen by a Careers Lead and supported and monitored by the College principal, senior leadership team 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 Lead (details above). The careers programme will be implemented using a combination of class based activities, access to variety of employers (e.g. Work Experience and Enterprise Advisers (when available)) and independent careers advice provision.
Benchmark 2 – Learning from careers and labour market information		
Description of benchmark	Horizon College aim	Activities to support the aim
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 students 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 below). The EHCP for each learner is revised each year at their annual review. Every learner has access to Independent Advice and Guidance (IAG) via the National Careers Service (NCS) and our Careers Consultant, Polly Wiggins (see links below). Labour Market information (LMI) is also available via links on this webpage and will be included in

		workshops and 1:1 careers guidance appointments with our IAG providers, presentations by an Enterprise Adviser (when available) and be visible at JobFests and Job Fairs.
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 student's needs to provide a bespoke package of progression support to help them fulfil their potential.	Where appropriate, each student 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 students and providing them with opportunities to demonstrate these within the community and in their work placements. Each student 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 student'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 students with opportunities to develop 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. Learners are also involved in various enterprise activities such as a class run café, lunch time meal provision and a snack shop.

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 speakers, mentoring and enterprise schemes.	That students 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"> • Careers Week (talks from local employers) • Access to JobFests and Job Fairs • Access to (and presentations by) an Enterprise Adviser (when available)
Benchmark 6 – Experiences of workplaces		
Description of benchmark	Horizon College aim	Activities to support the aim
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 student'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.
Benchmark 7 - Encounters with further and higher education		
Description of benchmark	Horizon College aim	Activities to support the aim
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 students 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 but also externally through the National Careers Service, our Careers Consultant Polly Wiggins, Working Links, the Department of Work and Pensions, our Enterprise Adviser (when available) and Job Fairs.

Benchmark 8 – Personal Guidance

Description of benchmark	Horizon College aim	Activities to support the aim
<p>Every learner should have opportunities for guidance interviews with a Careers 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. They should be expected for all learners but should be timed to meet their individual needs.</p>	<p>That all students for whom 1:1 careers appointments would be appropriate have the opportunity to have one.</p>	<p>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 our 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 one planned 1:1 meeting per academic year. Learner career pathways and transition destinations are reviewed each year through the annual review process. This ensures all support is timed to meet the individual needs of the learner. Useful links and resources are also provided on this webpage for learners and their parents/carers to access.</p>