

Gatsby Benchmark	Definition	How the Academy meets the benchmark
1 A Stable Careers Programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	A planned 5 year careers programme is published on the Academy website and presented to staff, students and governors. The careers policy identifies key roles and responsibilities. The programme is delivered through a combination of assemblies, enrichment activities, PL time activities employer encounters and education and workplace trips. The programme is reviewed on regular occasions and included in Academy Development Plans.
2 Learning From Career and Labour Market Information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	Students are taught how and where to access LMI in year 7 to inform their careers and futures decisions. Career of the month posters and other forms of information are available to students on different platforms daily. Social media is utilised to share important information and updates. Students in year 10 undertake a block of work experience and year 7 students attend an introduction to careers talk and presentation with numerous employers. Further and Higher Education and apprenticeship providers attend parent consultation events. External companies provide training and presentations for students regarding interview and personal presentation skills.
3 Addressing The Needs Of Each Pupil	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	The Academy has a strategic overview of a student's career and futures ambitions. The Academy aims to promote social justice by planning a progressive framework of learning goals to overcome any potential barriers to progression, and to support life chances. The Academy engages with a range of partners to promote different career and future pathways through a programme of talks, workshops, mentoring and presentations. The Academy tracks students throughout their time, and uses the information when planning learning. Students learn their strengths and areas which need developing in terms of employability skills, and can develop these through different opportunities. Destination measures are collected and support is offered where appropriate. The careers policy is reviewed and specific plans are put in place for groups of students

4	Linking Curriculum Learning To Careers	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.	The Academy promotes encounters with employers and experiences of workplaces for all students. There is a strategic approach for linking curriculum learning to careers. This relates to making the curriculum more relatable to real life. Schemes of Learning show careers links and career related learning is embedded in teaching. The Academy keeps records of employers, parents and alumni who have supported Careers Information and Guidance Education as we recognise the reach of the subject extends far beyond the classroom. Our Careers and Enterprise Company Advisor and Champion has helped us work on this section, providing guidance and support.
5	Encounters With Employers and Employees	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 activities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.	The Academy work with employers in creative ways to ensure students build a rich picture of the world of work. The Academy provides first hand encounters with a range of employers throughout a students' time at the Academy forging relationships. Careers talks, workshops and presentations, mentoring, interviews and work place experiences increase students' enthusiasm and confidence.
6	Experiences Of Workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	Experiences of workplaces are part of a structured programme of work related encounters for each student. Students are led through a programme in Key Stage 3 preparing them for further encounters in Key Stage 4. Students actively choose their work placement in year 10 which is monitored and reviewed by the Academy. Students are well prepared for these experiences through a programme of mock interview workshops and presentation skills linked into key employability qualities. Students are able to reflect on their experiences to reinforce what they have learnt. Employers provide valuable feedback on the process and the students as part of the evaluation process.

7	Encounters With Further and Higher Education	<p>All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<p>The Academy employs a multi-pronged approach to ensure students are well informed of post-18 pathways. The academy works with a number of universities yearly, and closely with the UEA in particular who provide us with a 'Futures Advocate' once a week. The Academy hosts a representative from Take Your Place (NEACO) to provide workshops and guidance relating to FE and HE. FE providers speak with the whole of year 11 each year presenting their FE offers in assemblies and are also on hand during parent consultation events. The Academy runs trips to FE providers to aid transition choices and process.</p>
8	Personal Guidance	<p>Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme</p>	<p>Careers and futures conversations are an on-going part of a student's experience, and personal guidance is an integrated part of the careers programme. Each year every student has an individual interview regarding careers and future ambitions, and will work with a level 6 qualified careers adviser at least once during their time in the Academy. Personalised support is tailored to individual needs and abilities and all advice is impartial and in the best interests of the individual.</p>