

The Gatsby Benchmark

What are they?

At Merstone School our careers plan is in place to support the achievement of the eight Gatsby Benchmarks, these are:

Benchmark 1: A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by Pupils, parents, teachers, governors and employers.
Benchmark 2: Learning from career and labour market information	Every Pupil 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
Benchmark 3: Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Pupil. A school's careers programme should embed equality and diversity considerations throughout.
Benchmark 4: Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
Benchmark 5: Encounters with Employers and Employees	Every Pupil 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.
Benchmark 6: Experiences of Workplaces	Every Pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
Benchmark 7: Encounters with Further and Higher Education	All Pupils 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.
Benchmark 8: Personal Guidance	Every Pupil 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 Pupils but should be timed to meet their individual needs.

Pebbles and Moonstones

A stable careers programme	Careers information for parents and carers on the school website which can be accessed by all.
	Jobs within the classroom.
Learning from career and labour	People who help us topic each year.
	A range of educational visits which enable the pupils to visit a range of work placements e.g. cafes, farms etc.

market information	Transition opportunities to KS1/ other school placements (where appropriate after assessment.)
Addressing the needs of each student	Personal progression targets set and reviewed during EHCP meetings.
	Care plans in place to support individual needs.
	IEP targets set and reviewed termly.
Linking curriculum learning to careers	People who help us topics each year.
	Learning through play goals for school readiness.
	Role play areas.
	Money skills
Encounters with employers and employees	Annual reviews to set targets for the following key stage/ phase of school.
	A range of educational visits.
	Professional visitors (police/guide dog association/ fire people.)
	Encounters with physiotherapists, SALT and other organisations where appropriate.)
Experience of workplaces	Curriculum based visitors.
	Educational visits.
	Work experience students.
Encounters with further and higher education	Site management visitors.
	Work experience visitors.
Personal guidance	Visits and joint activities with Diamonds department.
	Family support workers available.
	Annual reviews, target setting and IEP's set and reviewed annually.

Rubies

A stable careers programme	Curriculum links (people who help us topics.)
	Access to careers advice on the school website for all to view.
	Educational visit opportunities.
Learning from career and labour market information	Visual timetables/photo cues/ symbols to support individual needs.
	Differentiated learning.
	Pupil profiles which are updated regularly to reflect each pupil.
	Transition days for each pupil during the summer term.
	Differentiated learning.
	Pupil profiles which are updated regularly.

Addressing the needs of each student	AAC systems in place to support individual needs.
Linking curriculum learning to careers	Visual timetables/ symbols/ communication files.
	Working alongside students from other settings during special events.
	Symbols/ switches/ objects to support making choices and developing an understanding of now next (past/present and future).
	ASDAN transition challenge sensory (Ruby 3 only)
Encounters with employers and employees	Opportunities to work with outside agencies (dance and drama workshops)
	Visits from professionals in our community (police, fire, nurse etc.) People who help us topics set in key stage 1 curriculum.
	Themed events.
Experience of workplaces	Educational visits e.g. Local shops, farms, post office, museums etc.
	Class jobs and responsibilities.
Encounters with further and higher education	Work experience visitors. Visits and joint activities with 14-19 department.
Personal guidance	Family support worker available to support pupils and families.
	EHCP meetings annually.
	IEP targets set and reviewed termly.
	Dojo, telephone calls, face to face meetings with staff to offer support and guidance.
	Primary careers passport.

Sapphires

A stable careers programme	Access to careers advice on the school website for all to view.
	Curriculum topics linked to different careers and professionals.
Learning from career and labour market information	Pupil transition during the summer term allowing pupils to engage in new routines and structures.
	Pupil profiles in place and reviewed regularly to reflect a change in pupil needs.
	Now and next boards in place to support the understanding of past, present and future.
	Behaviour plans in place (where appropriate) and reviewed regularly to reflect change.

Addressing the needs of each student	Targets set and reviewed termly.
	EHCP meetings annually.
Linking curriculum learning to careers	Role play opportunities focussing on people who help us e.g. Doctors, nurses, dentists etc.
	People who help us topic within the KS2 curriculum.
	Curriculum designed to support the understanding of jobs within our community.
	Class jobs and responsibilities.
	ASDAN transition challenge introduction (Sapphire 3 only)
	Duke of Edinburgh award.
Encounters with employers and employees	Educational visits.
	School council, eco club and fundraising opportunities throughout the school year.
Experience of workplaces	Educational visits to local work places such as cafes, farms, zoo's, police station and fire station.
Encounters with further and higher education	Work experience students (Merstone upper school students as well as external schools.)
Personal guidance	EHCP meetings.
	IEP targets set and reviewed termly.
	Dojo, telephone calls, face to face meetings with staff to offer support and guidance.
	Access to family support worker to offer support to pupils and families.

Emeralds

A stable careers programme	Access to careers advice on the school website for all to view.
	Student discussions to learn more about their interests so staff are able to offer future career guidance.
	ASDAN modules to support independent skills and preparation for adulthood.
Learning from career and labour market information	Transition opportunities during the summer term.
	Transition plans in place and updated regularly to reflect needs and interests, these are shared with parents and LEA during EHCP meetings.
	Pupils given an opportunity to share and develop their interests and skills.
Addressing the needs of each student	Transition plans in place and updated regularly to reflect changes.
	Behaviour plans in place and updated regularly.
	EHCP meetings annually.

	IEP targets set and reviewed termly.
Linking curriculum learning to careers	ASDAN personal progress (Emerald 3 only).
	Life skills based activities within the curriculum to support the development of readiness to work.
	School council and eco club responsibilities.
	Duke of Edinburgh award.
Encounters with employers and employees	Educational visits to local places of work e.g. Cafes and supermarkets.
	Class jobs and responsibilities
	Visitors into school to give pupils an experience of work life experiences.
Experience of workplaces	Educational visits.
	ASDAN modules and curriculum subjects to support experiences of the work place.
	Jobs and responsibilities within school (school council and eco club)
Encounters with further and higher education	Transition booklets given to parents during EHCP meetings.
	Transition events timetable shared with parents and carers.
	Opportunities to discuss transition with our family support worker.
Personal guidance	Access to family support worker to offer support to pupils and families.
	EHCP meetings.
	Careers advisor information on the school website.
	My future points within the transition plans where pupils have an opportunity to share their dreams for their future.

Topaz

A stable careers programme	Access to careers advice on the school website for all to view.
Learning from career and labour market information	Transition sessions during the summer term.
	Transition plans in place and updated regularly to reflect needs and interests, these are shared with parents and LEA during EHCP meetings
	Individual cuing in for each pupil's needs so they are aware of where they are going and what they are doing now and in the future.
Addressing the needs of each student	Transition plans in place and reviewed regularly to reflect individual needs.
	IEP targets set and reviewed termly.
	EHCP reviews held annually
	Individualised communication systems in place.
Linking curriculum learning to careers	Classroom and whole school responsibilities which are reviewed to ensure pupils make progress and develop work life skills. (School council, eco club.)
	Role play opportunities to act out how to act in the workplace.
	Educational visits to develop knowledge of future careers.
	Local businesses invited into school to share knowledge.

Encounters with employers and employees	
Experience of workplaces	Educational visits.
	Jobs and responsibilities within the classroom
Encounters with further and higher education	Transition events (in school and in the local community) to ensure parents and pupils are able to make an informed choice of future placements.
Personal guidance	Careers advice online and via school staff as needed.
	EHCP review and IEP targets set and reviewed.
	Family support worker available and member of SLT to offer guidance.

Diamonds

A stable careers programme	An embedded programme of careers and guidance.
	Careers information on the school website for all to view.
	Careers pathway updated and reviewed to reflect change in pupil's thoughts and plans for their future.
Learning from career and labour market information	Transition events during the summer term for pupils coming into KS5.
	College/ placement transition days' post 19.
	Access to the independent careers advisor and family support worker/SLT.
	Communication passport prepared and shared with future placements.
	Curriculum designed to support transition and preparing for change.
Addressing the needs of each student	Individual cuing in for each pupil's needs so they are aware of where they are going and what they are doing now and in the future.
	Transition plans in place and updated regularly to reflect pupil needs.
	Transition plans shared with parents, LA and post 19 placements.
	Differentiated ASDAN modules to support readiness to work/ future placements.
Linking curriculum learning to careers	IEP targets set and reviewed termly.
	ASDAN modules to support readiness for work (horticulture, meal preparation etc.)
	Business enterprise opportunities (Christmas fayre, supporting charities.)
	Curriculum in place to support the development of independent living skills.
	Exams (where appropriate.)

Encounters with employers and employees	Local businesses invited into school to discuss work opportunities. (DHL, dog's trust + other local businesses.
	Barclays life skills sessions.
	Work experience within school or the local community (dependent on need) to support future placements.
Experience of workplaces	Relevant work experience within school or the local community (individual need)
	In school work experience (tuck shop, head boy/girl, eco club and school council responsibilities.)
	Class jobs and responsibilities.
	ASDAN life skills challenges and towards independence modules to develop awareness of work expectations.
	Exam qualifications
Encounters with further and higher education	Visits to local colleges to ensure a well informed choice is made.
	School transition events.
	Information sharing – local transition events for all to attend.
	Parents/ carers informed that pupils are able to leave school after year 13.
	Exam qualifications (where appropriate)
Personal guidance	Support given during EHCP meetings (careers advisor, SLT and family support worker.)
	Access to the school family support worker and independent careers advisor.
	Transition booklets given to all year 9 – year 14 pupils and online for all to view.
	Travel training where appropriate.