

MEETING THE REQUIREMENTS OF THE GATSBY BENCHMARK FRAMEWORK

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

- Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.
 - Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
 - The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it.
 - The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process.
- Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students their parents so that all routes at 16 & 18 are fully understood and so that students can make informed decisions at key transition points.

At Pendle Vale College, this involves:

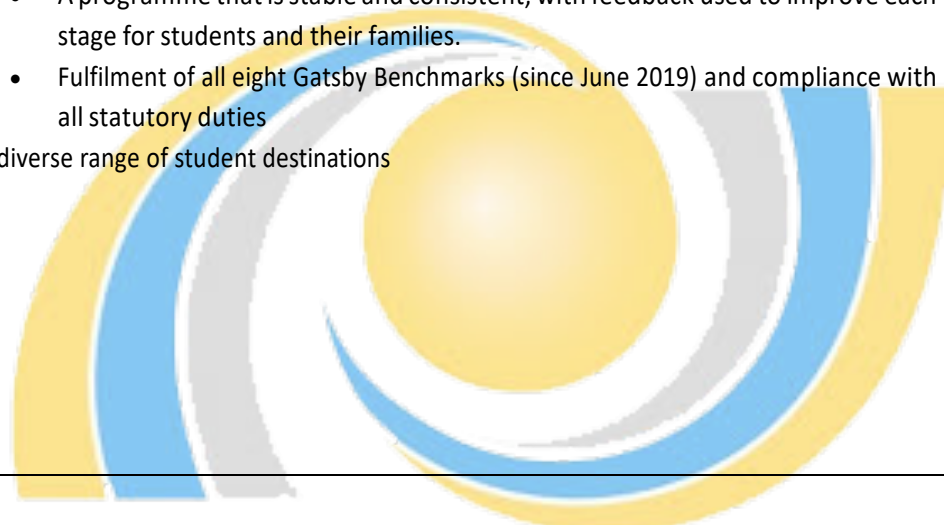
- A written programme, delivered in multiple ways across school, that is reviewed annually by the Careers Leader and approved by SLT and Governors
- A whole-school approach to careers education
- A link CEIAG Governor
- The programme is progressive, building on previous learning.
- The Careers Leader is responsible solely for the programme and works with a Level 6 in Careers Guidance and Development partner.
- All stakeholders are asked for feedback at key points during the programme, including, but not limited to students, parents, employers, enterprise adviser, enterprise co-ordinator, careers hub lead.
- Students have access to the full breadth of education providers, including technical options with enhanced provision at key decision-making points.
- Website provides accessible information for students, parents, employers and the community.
- Accessible, visible Careers Leader
- Destination data reviewed as an evaluation tool for the programme.

A full log of all careers activities on Compass+

At Pendle Vale, the outcomes and impact are:

- A solid foundation for the Pendle Vale College careers programme that supports the school's ethos and priorities
- Students who are well-prepared for current and future decision making and lifelong career learning and development; they will have an improved understanding of the local LMI and world of work.
- A programme that is stable and consistent, with feedback used to improve each stage for students and their families.
- Fulfilment of all eight Gatsby Benchmarks (since June 2019) and compliance with all statutory duties

A diverse range of student destinations



GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION

- Every student 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.
- By the age of 14, all students should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.

During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options

At Pendle Vale College, this involves:

- Students access quality local and national LMI in the context of the subject lessons and in specialist assemblies led by the Careers Leader
- Students are directed to quality LMI resources to support their decision making. These are highlighted on the website and in written communication to students and parents.
- Staff make links to the variety of future study and employment options and LMI in lessons. Group careers guidance is led by the Careers Leader and future study and training options are explained to parents at transition points.
- Parents are encouraged to support their children as key decision points.
- Encounters with education & training providers and employers support LMI and career knowledge and understanding; LMI is heavily used to support students before employer encounters/workplace visits to provide context to the activity.
- Staff CPD on LMI, recruitment and the changing world of work by the Careers Leader and Enterprise Adviser
- LMI is a focus of IAG appointments: action plans contain useful further links.

At Pendle Vale, the outcomes and impact are:

- Students use LMI to provide context to their decisions. This will help social mobility by connecting students to growth areas and will improve the range, level and aspirations seen in destination data.
- Students make informed decisions because they understand all available future study and training options.
- Students use their skills for lifelong career development and decision making.

Staff knowledge of local LMI and education and training options is improved, including understanding changes to the world of work and training



GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH STUDENT

- Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- 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.

The records of advice given should be integrated with those given at the previous stage of the student's education (including secondary school) where these are made available.

Records should begin to be kept from the first point of contact or from the point of transition. Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.

This data should be used to review a school's careers provision and inform development and continuous improvement.

At Pendle Vale College, this involves:

- Linking the careers programme to the school ethos of 'Think Big, Chase Dreams, Succeed Together': raising aspirations.
- Challenging stereotyping
- Promoting positive role models in staff members, inspirational figures, alumni and employers
- Year 10 aspirations survey is used as a benchmark for employability activities and Year 11 IAG support: raising aspirations, challenging ideas and planning interventions.
- All IAG is delivered by a level 6-qualified practitioner: this includes all Year 11 students plus annual IAG for SEND students (with EHCP as part of their annual review), Hub students, and students at risk of NEET or disengagement. In addition, co-ordination with LCC for supplementary IAG for Looked-After Children. Action Plans are issued after each appointment and shared with relevant staff where appropriate.
- Bespoke education and employer visits, talks and experiences for those at risk of NEET, differentiated workplace visits for all students.
- Year 9 GCSE options support with interviews.
- Detailed destination data procedure with engagement with local authority and providers

Accurate student-level activity tracking via Compass+

At Pendle Vale, the outcomes and impact are:

- Raised aspirations, improvements in level and range of sustained destination data.
- Students are fully supported through CEIAG decisions and are prepared for lifelong career decision-making; evaluation of Year 11 IAG provision indicates students feel more confident about their decisions.
- Destinations are appropriate and aspirational.
- Intervention is timely and effective.
- All students receive the support they need to make their best choice.

A focus on closing gaps among disadvantaged students



GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All subject staff should link curriculum with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as key expectations from employers.

- By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

At Pendle Vale College, this involves:

- Careers learning in all subjects through speakers, visits, FE & HE enhancement, employer enhancement and workplace visits
- Cross-school use of CEIAG vocabulary to support literacy and oracy development
- Curriculum Leaders in all faculties to create, embed, track and reflect on careers activities across all curriculum areas
- STEM activities promoted and technology link programmes with employers
- Every subject, including PSHE, have careers links, pathways, skills and LMI embedded across the curriculum
- The use of LMI in all subjects to provide context to curriculum learning
- Up-to-date, subject specific careers information is on display in all classrooms, highlighting skills, pathways and future careers.
- Links to enrichment activity, Pendle Vale 50 and Duke of Edinburgh activity as skill development.

See full

At Pendle Vale, the outcomes and impact are:

- Staff and students appreciate the links between subject learning, skills for employment and progression and the world of work
- Careers learning is a whole school priority
- Students understand where their subjects could lead and the skills they develop; they can communicate these skills and aspirations and their engagement increases
 - Staff understand how careers learning can motivate and engage students and are more confident to embed careers learning in their curriculum
 - Students' aspirations are raised – they understand the value of qualifications, education and training
 - Students' cultural and social capital is raised by new opportunities



GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

- Every student 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 should include students' own part time employment where it exists.
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. A meaningful encounter is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.

At Pendle Vale College, this involves:

- Employers attend a range of events as speakers, visitors, exhibitors or curriculum enhancers.
- A particular focus at key decision points (in Year 8, pre-GCSE options; in Year 10, pre-post-16 options) to provide real- world context to education/training decisions.
- Year 10 employability focus is put into context.
- Curriculum enhanced by local employers and aspirational speakers.
- Support and promotion of apprenticeship routes
- All visitors and speakers are asked to outline their own education/career pathway before their scheduled activity.
- Curriculum leaders tasked with improving and increasing employer encounters for all students.

At Pendle Vale, the outcomes and impact are:

- Students begin to understand the huge range of employment options and career progression/development.
 - Increased student and parental awareness of careers provision and different workplaces
 - Increased staff awareness of local LMI
 - Aspirations are raised; students are motivated to engage more with careers learning.
 - Students have the confidence to have meaningful encounters.
 - Students aspire to apprenticeships.
- Students sustain a wide range of destinations and go on to a range of careers, embracing lifelong learning and career development.



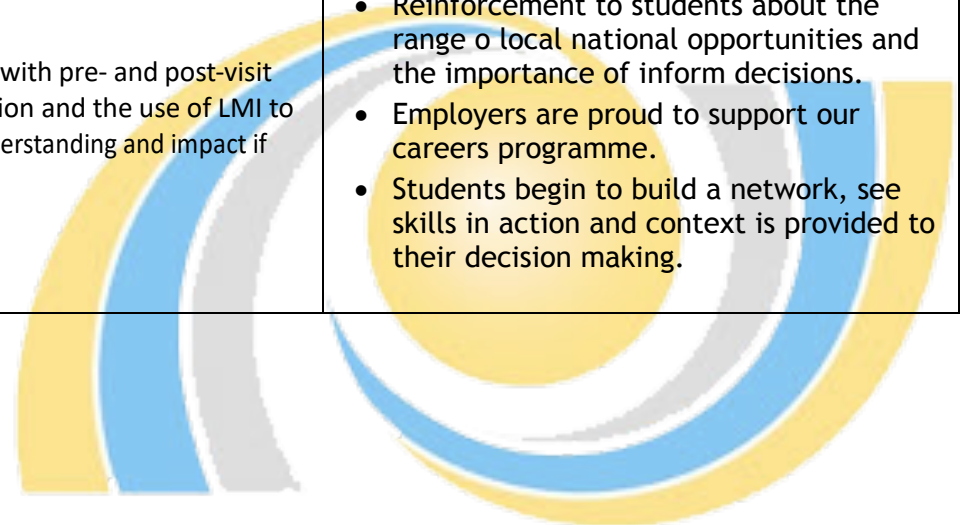
GATSBY BENCHMARK 6: EXPERIENCE OF WORKPLACES

Every student 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.

<p>At Pendle Vale College, this involves:</p> <ul style="list-style-type: none"> Workplace visits and work shadowing for all Year 10 students: these are linked to aspirations where possible. Year 8 students take part in workplace visits to local companies. 	<p>At Pendle Vale, the outcomes and impact are:</p> <ul style="list-style-type: none"> Increased student and parental awareness of the work of work, changes to industry and making informed decisions
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Additional Document: Careers in the Curriculum Map 2022-23

<ul style="list-style-type: none"> 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 had. 	<ul style="list-style-type: none"> Curriculum enhanced by employers supporting curriculum activities. STEM enrichment includes workplace visits. Enterprise Adviser used to grow network of employers. <p>Any visits are conducted with pre- and post-visit work, including preparation and the use of LMI to ensure the maximum understanding and impact if the visit</p>	<ul style="list-style-type: none"> Improve student and parental understanding of real-life labour market information, particularly in challenging stereotypes. Raised student aspirations. Reinforcement to students about the range o local national opportunities and the importance of inform decisions. Employers are proud to support our careers programme. Students begin to build a network, see skills in action and context is provided to their decision making.
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GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

- All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.
- By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.

A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

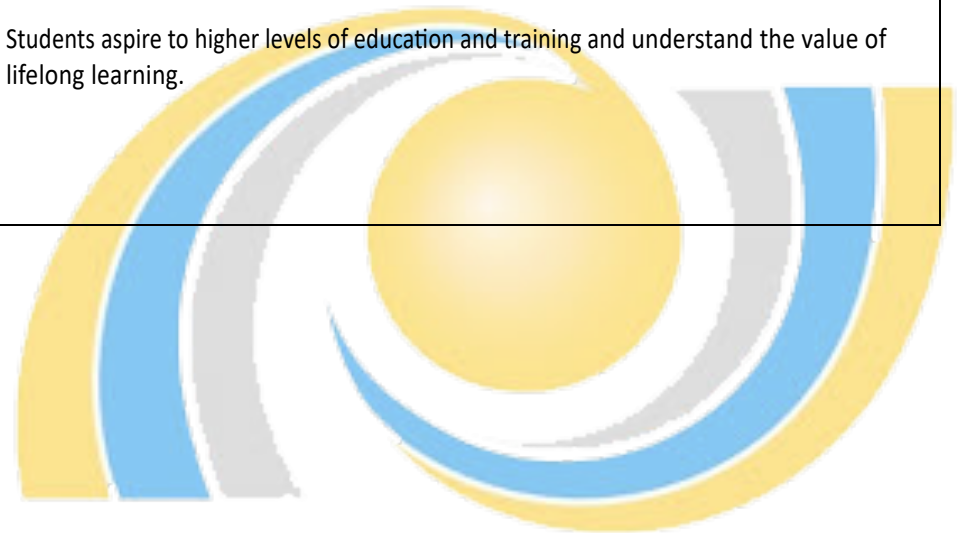
At Pendle Vale College, this involves:

- Visits, talks and presentations by the full variety of local further education, higher education and training providers.
- Specialist apprenticeship and training talks delivered by ASK.
- Careers fairs with the full variety of providers
- University talks and visits
- Support work by Future U to encourage participation in higher education.
- Staff CPD on the changing landscape of education and training options after Year 11 and beyond, with focus on newer, technical options.
- Curriculum enhancement by further and higher education providers
- Drop-in and application support for Year 11 by local providers
- Promotion of Year 11 enhancement programmes with FE providers
- Communication with parents explaining the range of post-16 options and encouraging visits to providers in Year 11

At Pendle Vale, the outcomes and impact are:

- Increased student and parental awareness of the full range of post-16 options and lifelong opportunities available: students are supported to make informed decisions.
- Increased staff knowledge and understanding of the full range of post-16 and post-18 options, including the need to not promote one option over another.
- Students access a range of destinations.

Students aspire to higher levels of education and training and understand the value of lifelong learning.



GATSBY BENCHMARK 8: PERSONAL GUIDANCE

- 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 students but should be timed to meet their individual needs.
- 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.

The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this register.

At Pendle Vale College, this involves:

- The Careers Leader holds a Level 6 qualification in Careers Guidance & Development. Any additional advisers are qualified to Level 6.

All Year 11 students have at least one IAG appointment. Follow-up appointments and application sessions are also used. Action Plans are created in agreement with the student after each appointment.

- Careers Leader follows up on all Action Plans and tracking of Intended Destinations prompts follow-ups if students need support.
- All SEND students with an EHCP have an annual IAG appointment around the same time as their annual SEND review. The Action Plans are shared with the SENDCo for inclusion in the review.
- All Hub students (at risk of NEET) have an annual IAG appointment. Action Plans are shared with the Head of Inclusion to inform individual plans.
- All staff can refer individual students for IAG at any point. Students and parents can request IAG at any point.
- Useful resources for guidance, such as the National Careers Service, are listed on the website and included in Action

Plans.

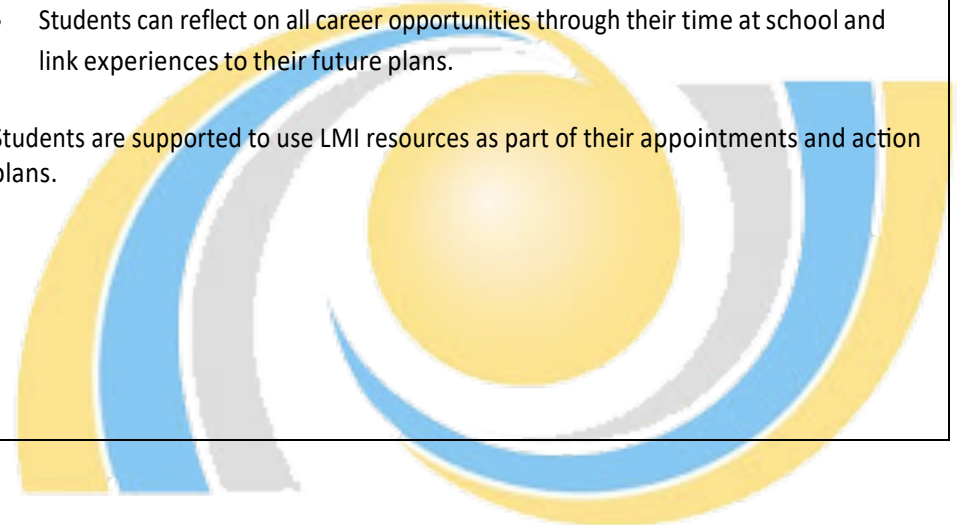
At Pendle Vale, the outcomes and impact are:

- All students have good quality guidance and a detailed Action Plan as tools to support their decision making.
- Disadvantaged students receive more formal guidance opportunities.
- The needs of all students are met.

Students sustain destinations as they are supported through Year 11 in particular. They choose aspirational and appropriate pathways: their best choice.

- Students appreciate careers guidance as part of their lifelong career development.
- Students can reflect on all career opportunities through their time at school and link experiences to their future plans.

Students are supported to use LMI resources as part of their appointments and action plans.



TYPICAL ANNUAL CEIAG ACTIVITY PLAN BY YEAR GROUP

Please see the careers section of the school website for the careers programme for the 2021-22 academic year. *Please note that in-person visits, external trips and other activities have been disrupted by the Covid-19 pandemic. We are working to ensure that Pendle Vale College students are not disadvantaged by the loss of typical opportunities.*

	<i>Bloom</i>	<i>PSHE</i>	<i>Curriculum</i> <i>All subjects have careers information embedded through curriculum</i>	<i>Other</i>
Year 7	Introduction Goals, Determination, Confidence skills, Work, What is CEIAG? Stereotypes, Careers for Positive Change, Post-16- journey at PVC	Opportunities for external speakers: Health & Wellbeing, faith, finance	Author Visit DT Project with Local employer Pastoral Day programme	Transition visits Summer School The Brilliant Club Sports Mentors
Year 8	Aspirations Goals, Determination, Confidence skills, Work, Stereotypes, Careers for Positive Change, Post-16	Opportunities for external speakers: Health & Wellbeing, democracy, safe behaviours.	Author visit World of work focus Pastoral Day programme	Industry Visits Local LMI- Careers hub input
Year 9	Options and Opportunities Goals, Ambition, Work, Government, Stereotypes, Skills, Post-16 options	Opportunities for external speakers: Health & Wellbeing, Politics, public safety Form time programme	Pastoral Day programme Tutor time programme- Careers Education and Guidance booklet "My strengths and qualities".	GCSE Options process IAG Support- Year 9 parents evening The Brilliant Club Pendle Boat Race
Year 10	World of Work Goals, Work, Respect, Stereotypes, Skills, Post-16 options	Form time programme	PE Testing with FE Chester Zoo, DT workplace visit Pastoral Day programme	FE Tasters, HE Visit, Pendle Employability Award Preparation for Post-16 IAG Interviews with action plan 'Meet the Professionals' Work exp project.
Year 11	Future Pathways Goals, Careers, Financial Wellbeing, Stereotypes, Transferable Skills Determination and Respect	Form time programme- Student bulletin	FE Lecture HE Enhancement Pastoral Day Programme	Post-16 Options, IAG, LMI Careers Fair, Employability skills Application support, CV support. Intended Destination Tracking

Alumni	Tracking students in collaboration with Lancashire County Council Visits – inviting them back.- assemblies Year 10 'Women in Engineering' April 2023
Whole School	All external speakers are asked to share employment and career information when they visit and are speaking to pupil groups including: Job title and role outline, qualifications, career paths. In particular, this is useful on Pastoral days and during assemblies. Careers in the curriculum- Staff CPD to ensure up to date knowledge of Post 16 provider and local LMI
Staff	Staff CPD on CEIAG, LMI and updates. Website Development and evaluation ongoing



ANNUAL REVIEW PROCESS: Our plan, programme and processes are review annually to ensure compliance and accuracy and develop best practice.

<i>Action / Personnel</i>	<i>Review Date</i>	<i>Next Review</i>
Strategic plan / <i>Careers Leader, SLT, Governors, Enterprise Co-ordinator, Enterprise Advisor</i>	September 2021	July 2022
Programme / <i>Careers Leader, SLT, Curriculum leaders</i>	Ongoing through 2021-22	July 2022
Provider Access Policy / <i>Careers Leader, Headteacher</i>	September 2021	September 2022
Website review / <i>Careers Leader</i>	September 2021	September 2022
Compass Review / <i>Careers Leader. Enterprise Co-ordinator</i>	December 2021	March 2022, July 2022
Destinations Data Procedure / <i>Careers Leader</i>	September 2021	September 2022

