Learning to Work

Gatsby Programme 2020-21

The grid below shows how our activities can help you to create a Careers Guidance programme that meets the Gatsby Benchmarks and the needs of your students.

Learning to Work		Gatsby Benchmarks							
Activity	Description	1. A stable careers programme	2. Learning from career & labour market information	3. Addressing the needs of each pupil	4. Linking curriculum learning to careers	5. Encounters with employers & employees	6. Experiences of workplaces	7. Encounters with further & higher education	8. Personal Guidance
Work Ready									
Work Experience	One week placement	●	●		●	●	●		●
Skills for Life Workshops	Preparation workshops					●			
CV Preparation	How to write a CV				●	●			
Interview Skills	The Interview Process					●			
Interview Day	Mock Interviews				●	●			●
Work Ready Events/ Conferences	Diverse range of activities to intro work	●			●	●	●	●	
Speed Networking	Meet business people				●	●		●	
Financial Awareness	Personal Finance				●	●			
Careers Guidance									
Future Focus IAG	1-2-1 & Group Support	●	●		●	●		●	●
L6 CIAG Workshop	Group Support session	●			●				
Careers Events	Meet employers	●	●		●	●	●	●	
Business Insight Days	Company Visits	●			●	●			
Enterprise									
Mini Vans	Supply & Demand	●			●	●			
Future Gold	Design & Market	●			●	●			
Recycling Solutions	STEM Enterprise	●			●	●			
Alternative Curriculum									
Extended Work Experience	One day a week for 12 weeks	●	●		●	●	●	●	●
Key Worker Support Programme	Work Experience & Support	●	●		●	●	●	●	●
Inspire	Risk of NEET Support	●	●		●	●	●		●
Start Employability Now	SEN Employability Programme	●	●		●	●	●	●	●
Business Events & Programmes	Business led insights	●	●		●	●	●	●	

Rotated text in column 1: *Learning to Work offer a variety of activities that help schools to build an engaging and informative careers programme.*

Rotated text in column 3: *Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.*

www.learningtowork.org.uk
01753 376264

matrix

Benchmark	Summary	Criteria	LTW Gatsby Programme	
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 and employers.	> 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 pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	Careers Leads Virtual Group Comprehensive evaluation/ impact assessment for every activity	🔴 🟠
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 support of any informed adviser to make the best use of available information.	> By the age of 14, all pupils should have accessed and used information about careers paths and the labour market to inform their own decisions on study options. > Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	Careers Event Work Ready Conference Mars Apprenticeship Parents' Evening	🟢 🟢 🟢
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. As 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 pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. > Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.	Enrichment Sessions (Individual Skills Audit) Work Experience (1-2-1 Interview) Future Focus IAG (1-2-1 Guidance)	🟢 🟢 🔴
4. LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.	Inset Day for Teachers "Insight into STEM Careers"	🟠
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 opportunities including visiting speakers, mentoring and enterprise schemes.	> 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 an opportunity to learn about what work is like and what it takes to be successful in the workplace.	Year 7&8 Enrichment Sessions Mini Vans App Design Work Ready Conference Speed Networking CV Preparation/ Interview Day Interview Day Future Focus IAG Workshop	🟢
6. EXPERIENCE OF WORKPLACES	Every pupil 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.	> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. > By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	Pre 16 Work Experience Business Insight Days Extended Work Experience Post 16 Work Experience	🟢 🟢
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.	> By the age of 16, every pupil should have a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. > By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.	Careers Event Work Ready Conference Future Focus IAG Workshop	🟢 🔴
8. PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interview 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.	> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	Future Focus IAG (1-2-1 Guidance) Post 16 Work Experience	🟢